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ABSTRACT

This self-study report begins by reviewing the history of the Shafer Library at Findlay College (Ohio) from 1968 until 1978, when the staff, director, and college reexamined its goals and objectives, particularly with reference to budgetary constraints and new academic and curricular developments. The report then analyzes the functions and components of the Shafer Library in relation to Association of College and Research Libraries (ACRL) standards. Volume I extensively evaluates and describes the following aspects of the Shafer library: physical facilities; personnel; collection development; circulation; library instruction; and the budget and expenditures. Three areas are identified as having highest priority: (1) library personnel needs to be increased at both the professional and the paraprofessional levels; (2) both print and nonprint materials need to be expanded and updated; and (3) audiovisual equipment must be acquired and replaced to enable a smoothly functioning media center. Within the text, 11 tables organize data and seven graphs depict trends. Appendixes include the floorplans for the Shafer library; a list of 18 colleges in the library cost and service analysis study; and lists of audiovisual equipment in the non-print media center and instructional and information guides in the Shafer Library collection. Ten references are listed. Volume II provides a profile of the library at the time of the study. (SD)

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INSTITUTIONAL RESOURCES--SHAFER LIBRARY

VOLUME I

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Findlay College

June 1978

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History of Shafer Library

In May of 1968 the Findlay College library shifted from quarters in Old Main to its present site. Shafer Library was built through federal funding and individual donations, at a cost of $1.1 million. It is named after its principal donor, Douglas M. Shafer of Findlay.

Since the opening of Shafer Library in 1968, the library has undergone several personnel changes, principally at the administrative and professional librarian levels; the paraprofessional staff has remained basically intact during this period. The Director of Shafer Library in 1968-72 was Stewart Stiffler; Acting Director for 1972-74 was Norman Pearson; the Director for 1974-75 was David Eyman; and for 1975-77 Mel Blowers was the Director. The present Director of Shafer Library is George Newman. During this ten-year period there has also been a complete change in other professional personnel. Shafer Library has thus been in a period of growth and change influenced by different philosophies of librarianship as fostered by the different directors and librarians. Also, changes which have occurred within Findlay College have had an effect on the direction and growth of Shafer Library.

From 1968 to 1972 the most critical issues faced by Shafer Library were in the area of collection development; in 1968 the general book collection contained 48,000 volumes, and by the summer of 1972 it had grown to 70,026 volumes. The general book collection grew in quality as well as quantity during this period.

Studies of the Shafer Library book collection which compared our holdings against three major undergraduate collections--Catalogue of the Lamont Library, Harvard College (1953), undergraduate library of the University of Michigan, and the American Library Association's Books for College Libraries (1967)--showed that in a period of four years the Shafer Library collection acquired appreciable percentages of book materials identified as standard resources by these major undergraduate collections. The objective of instituting a comprehensive acquisitions program had been successfully launched with the opening of the new and enlarged facility. During the 1968-72 period other collection developments occurred, with Shafer Library designated in 1969 as a partial government depository. In 1969 the library received 289 of the U.S. Government Office series, while today it receives 680 series, which has made the U.S. government documents growth a significant control problem. In the late 1960's the library also became a depository for Ohio state documents.

In 1969-70 the Ohio College Library Center in Columbus began to develop automated cataloging services for libraries throughout the state. Shafer Library became a charter member in 1968 and by 1971 was actively cataloging book materials through the OCLC system. Today Shafer Library is a member of Ohionet, a subsidiary of OCLC, and the automated system is used to catalog book materials, locate sources for interlibrary loans, as well as searching and validation; in the fall of 1978 U.S. government documents will be cataloged through the system. The OCLC system

operates through an on-line process using a CRT Terminal 100. Catalog cards are requested from Columbus after cataloging information has been noted.

During the 1968-72 period Shafer Library participated in activities of the Northwest Ohio Consortium and the Ohio College Consortium in regional meetings. One of the major developments for the consortium members from 1969 to 1977 was the ordering and exchange of catalog cards of non-western studies resources. Shafer Library annually spent 3 percent of its book budget to acquire titles covering the Far Eastern areas and in turn exchanged the appropriate cards with other consortium libraries. This was discontinued in 1977 because the area studies programs at most of the consortium institutions had either disbanded or had been consolidated with other academic majors.

In 1970 the reclassification of the entire book collection from the Dewey Decimal system to the Library of Congress classification system was completed. This reclassification project was begun in 1966.

The issue of most critical concern, other than the collection, during the 1968-72 period was that of more fully integrating the library into the general teaching-learning patterns of Findlay College. Several changes in library instruction were attempted, with greatest emphasis given to subject-based library instruction. Attempts to motivate students and faculty to use library resources produced mixed results during this four-year period; except for one year, per-capita student circulation decreased and library attendance figures decreased

as well. Attempts to more fully involve faculty in selection of library resources were only partially successful. In 1972 a four-fifths time professional librarian was hired to work mainly with instructional concerns.

The period of 1968 to 1972 was chiefly one of building a representative book collection; the issues of usage and library instruction remained relatively marginal. The inventories done in 1968 and in 1971 revealed loss rates in excess of 2,000 volumes in 1968 and 1,000 volumes in 1971, with the decrease resulting from the institution of a checking system after 1968. Despite Shafer security, cases of mutilation were also reported in the collection. The budgets for library expenditures during the 1968-72 period were substantially increased over earlier periods which resulted in the large growth rate, and 1972 represents the high point in the number of periodicals subscribed to by Shafer Library--750. The book budget between 1968 and 1972 averaged $43,000 per year, which is only slightly less than the budget for 1977-78. Another major accomplishment during this period was the operationalization of the OCLC system, and studies made in 1972 showed that the funds in technical services personnel were being saved by adoption of the OCLC system. The problem of involving the library into the general education pattern of Findlay College remained unsolved.

The period from 1972 to 1974 remains relatively obscure since little information can be found which substantiates developments which were occurring in Shafer Library. During this period the library staff was reduced to two professionals, one of

whom was the Acting Director, and three paraprofessionals. The collection continued to grow, but the development of new programs and projects was discontinued; the primary objective of Shafer Library was to maintain standard operations until a new director could be selected. During this period, because of severe understaffing, several backlogs were created in technical services, chiefly in the processing of certain materials.

In the summer of 1974 a new Director of Shafer Library was hired. The new director produced a shift in library priorities. The emphasis was one of reorganizing the staff responsibilities and stressing new approaches to public service. During the 1974-75 period, collection development was broadened to include the acquisition of non-print materials; the campus audio-visual center was merged with library services, and the Curriculum Materials Center was established on the ground floor of the library. The staff began an extensive weeding of the entire collection, and a special grant from the Child family enabled the library to acquire new materials for the Curriculum Materials Center. During the 1974-75 period the major innovation in public services was the development of a new library instructional strategy, the competency examination. A new public services librarian hired during this period developed and implemented a competency examination consisting of two levels. Some of the obstacles encountered by Shafer Library during the 1974-75 period included the issue of severe budget cuts which caused 50 periodical subscriptions to be deleted, and energy conservation was initiated at Shafer Library, with temperatures and electricity monitored to

adhere to college policies, a procedure which has continued to the present day.

The period from 1975 to 1977 brought other changes to Shafer Library with the hiring of a new director as well as a technical services librarian. The major thrust during this period was to greatly expand and identify new public services for the library. The audio-visual area received a great amount of attention, which resulted in two developments: the multi-media classroom for class and individual use on the first floor of the library, and the reorganization of non-print materials and equipment into a Non-Print Media Center on the ground floor of the library. Decisions were made during this period to devise an accession number system with 21 categories to catalog and organize the non-print software, and an inventory and coding of all campus and Shafer Library audio-visual equipment was instituted. During this period a number of new instructional guides and resource units were developed to facilitate a more meaningful use of library resources, and the competency and subject-based approach to library instruction continued. In addition, the college archives were finally organized in an appropriate manner and a Finding Guide created. Several new projects were begun throughout the library. In the technical services area a new system for cataloging education textbooks was begun, and a computerized book catalog was devised for the juvenile collection. In the area of library management, a draft of a manual entitled "Shafer Library Personnel Policies" was completed for future review and analysis by the college.

The period from 1977 to the present has brought the third

new director to Shafer Library in the span of four years. The major emphases of Shafer Library over the past year has been to continue to stress the strong public service nature of the library and to maintain the quality and quantity of the collection in both print and non-print areas. During this period the staff has been encouraged to complete a variety of projects which were begun during the preceding two years. The 1977-78 period has brought a significant increase in the library budget, particularly in the area of materials and periodicals, which has enabled the staff to improve these areas. One of the primary concerns has been to improve the periodical collection, which out of necessity had been cut in 1975. This has been done both by acquiring new subscriptions and by acquiring missing issues, either in the bound or microform format. Also, in 1978 approval was given to purchase additional shelving for Shafer Library, which was first identified as a critical concern in 1974. The installation of this shelving in the summer of 1978 will give Shafer Library enough space to accommodate an additional 13,000 volumes. The shelving units will be distributed throughout the library, with emphasis on placement in overcrowded book collection areas and in the U.S. government documents section.

During the past year special emphasis has been given to examining staff responsibilities and position descriptions, and documentation has been accumulated which identifies the immediate and long-range financial and staffing concerns of Shafer Library. This information is particularly important as the library continues to strive to provide expanded and improved services. In the fall

of 1978 a one-third time media specialist will be added to the staff to assist in the area of the Non-Print Media Center. The past year at Shafer Library has largely been one of transition in that the staff, the Director, and the college have needed to reexamine the goals and purposes of Shafer Library, particularly with reference to budgetary constraints, new academic and curricular development, and fluctuation in student enrollments. There are several projects in the implementation stage at Shafer Library which will enhance the library's ability to deliver public services. These are the development of a new periodicals listing, cataloging of education textbooks, annotated bibliography of U.S. government documents, involvement of all professional staff in library instruction, analysis of job responsibilities (both professional and paraprofessional), and the completion of an inventory of the total collection. In 1977-78 a majority of the education textbooks were catalogued, the computerized booklist for the juvenile collection was finished, a majority of Findlay College students received library instruction, and the library was able, despite equipment and staff deficiencies, to increase the circulation and use of audio-visual equipment throughout the campus.

The remaining sections of this self-study will analyze the functions and components of Shafer Library in relation to ACRL library standards and in certain instances in comparison with other institutions. The emphasis of this study is on objectivity and description which hopefully will allow the reader the latitude to make his or her own judgments and interpretations.

Goals

Findlay College Mission: "The blending of the liberal arts and career education in an ethical context to prepare students to lead lives of productive service."

Shafer Library Goals and Objectives:

1. To acquire book and non-book materials which support the college curriculum and teaching styles of the faculty.
2. To provide open access to book and non-book materials for students and faculty.
3. To provide reference and information service to students, faculty, administrators, and the Findlay community.
4. To provide meaningful and comprehensive library instruction to all Findlay College students.
5. To maintain and manage a library budget which is reflective of the library needs of Findlay College.
6. To provide a participatory model of library governance which allows for the incorporation of the opinions of others as well as enables proper decision-making to take place.
7. To assist students, faculty, and administrators in the interpretation of the library collection.
8. To acquire faculty input into the selection and development of collection building.
9. To provide a Non-Print Media Center which is accountable for local production, maintenance of a non-book collection, and the distribution of college audio-visual equipment.
10. To work with the faculty, students, and administrators to seek new ways to more fully parallel and incorporate the

efforts and services of Shafer Library with those of Findlay College.

Physical Facilities

Shafer Library contains 45,000 square feet and has seating for 400 individuals. The ground floor houses the general collection from A through F, bound periodicals, and the Non-Print Media Center. The Curriculum Materials Center (education textbooks and juvenile book collection), faculty lounge, seminar rooms, and faculty carrels are also on this floor. On the main floor are the card catalog (author/title and subject divisions), the reference desk, the circulation area, Guyer Lounge, the multi-purpose room, the reference collection, the technical services area, the multi-media classroom, librarians' offices, a typing room, a computer users' room (which will be phased out in the fall of 1978), and a storage and loading area. On the second floor the general collection is continued from G through Z, including quartos (oversized books); there are also government documents, a special collections room, Ohio College Consortium offices, college archives, and faculty carrels. Appendix A shows the floor plans of Shafer Library.

When compared to the standards for college libraries,[1] Shafer Library qualifies for an A rating regarding quantity of space. The tripartite formula presented in Table 1 indicates the area necessary for all library services except non-book services (no formulas have as yet been developed for calculating space for

[1]"Standards for College Libraries," College and Research Libraries News, Vol. 36, No. 5 (October 1975), 277-279, 290-301.

TABLE 1

SPACE REQUIRED FOR SHAFER LIBRARY'S BOOK SERVICES ACCORDING TO THE STANDARDS FOR COLLEGE LIBRARIES

To be calculated cumulatively:

a. Space for readers: "[T]he seating requirement for the typical residential college library shall be one for each four FTE students; . . . each library seat shall be assumed to require twenty-five square feet of floor space."

811 FTE students ÷ 4 = 203 seats x 25 sq.ft. = 5,075 sq.ft.

b. Space for books: "For the first 150,000 volumes, .10 square feet/volume."

Collection as of 4/30/78

Books	95,371
Curriculum Materials Center	4,178
Government Documents	8,495*
Periodicals	11,609
	119,653

119,653 volumes x .10 sq.ft. = 11,965 sq.ft.

c. Space for administration: "Space required for such library administrative activities as acquisition, cataloging, staff offices, catalogs, and files shall be one-fourth the sum of . . . (a) and (b) above."

17,040 ÷ 4 = 4,260 sq.ft.

TOTAL SQUARE FEET REQUIRED: 21,300

* Actual documents divided by 4, due to small size.

non-book services). As can be seen, the space required by the formula for the Findlay College library is approximately 21,000 square feet. Shafer Library, with 45,000 square feet of space, has double this requirement. Thus there is ample space for non-print services in the library.

This additional space over and above the standards serves a dual purpose. It allows for continued expansion of the library's book and non-book resources without overcrowding of the facilities. In fact, according to the standards the collection could double in size and still maintain its A rating regarding the building itself (over 150,000 volumes, the square feet per volume requirement is .09 rather than .10). Furthermore, this extra space is currently being utilized by the college. The faculty lounge and Guyer Lounge provide places for faculty, students, and the community to gather, relax, talk, or read. Likewise, the seminar rooms, multi-purpose room, and multi-media classroom provide facilities for groups, meetings, and classes.

Shelving space is adequate in some areas of the library and inadequate in others. According to Metcalf, whose book Planning Academic and Research Library Buildings[2] is the definitive study on this subject, a library's shelving can be considered full at 80 percent capacity. As can be seen in Table 2, the juvenile collection has passed this 80 percent mark. Two other areas, general reference and government documents, are in the mid-60's. Using a 6 percent increase in the government documents collection

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[2] Keyes Dewitt Metcalf, Planning Academic and Research Library Buildings (New York: McGraw-Hill, 1965).

TABLE 2

SHELVING UTILIZATION AT SHAFER LIBRARY

	Used Space	Maximum Space	Percentage of Capacity
General Collection, Basement	21,175	34,790	61%
General Collection, 2nd Floor	47,160	80,850	58
General Collection, Total	68,335	115,640	59
Government Documents	12,957	20,440	63
Juvenile Collection	2,584	3,150	82
Textbooks	2,390	4,200	57
Media Center	1,634	2,800	58
Bound Periodicals	29,876	56,805	53
General Reference	6,243	9,205	68
TOTAL	124,019	212,240	58

each year (less than the previous years' 8 percent increases) and 5 percent increase in general reference (equal to the increase in all regular books for the past two years), the shelving in these two areas will be at capacity in less than four years. While the general collection is at a relatively low percentage, the maximum capacity figures in the table include the bottom shelf, which is generally not used unless there is a severe space shortage. With the bottom shelves excluded from the general collection, the shelving space for the general collection is 10 percent fuller.

Because of the current as well as future shelving needs, therefore, the library is currently purchasing additional shelving to be used for the juvenile collection, government documents, general reference, and general collection areas. It is estimated that this will provide space for 13,000 additional books and allow the library to have sufficient shelving for at least the next five years.

In terms of the quality of the library building, the standards state that the library should "present secure facilities for housing the library's resources, sufficient space for their administration by staff, and comfortable quarters and furnishings for their utilization by the public, all integrated into a functional and esthetic whole." Shafer Library is a handsome facility which fully adheres to these standards. Furthermore, there are provisions for the handicapped, with a ramp leading to the front steps and an elevator inside for floor access.

One weak spot in terms of the physical facility is the multi-media classroom, which is frequently used for movie and

videotape presentations. While the room has been improved during the past year with new chairs and the addition of blinds to cut outside light, the major problem of soundproofing still remains. Sounds inside the classroom are clearly audible in the reference and technical services areas. Some progress is being made to alleviate this problem. A special door is currently on order which should help soundproof the room while still having vents for the flow of air. Whether other soundproofing measures will be necessary after the installation of the door remains to be seen.

Although adequate in the past, the Non-Print Media Center faces severe space problems in the future, given the emphasis on expanding the non-print software collection, acquiring new and additional audio-visual equipment and providing ample space for basic production and proper utilization of listening and viewing areas. Consideration should be given to relocating the Non-Print Media Center in a new location with more space for work, equipment, and collection development. It would be possible to make this move by reorganizing the book stacks on the ground floor of Shafer Library. Also, shelving for software should be acquired which will secure these materials from mutilation and theft, an issue which during the past year has begun to reach crisis proportions. The Non-Print Media Center is not able to fully staff this area during all library hours, which necessitates securing it against future misuse so that library staff time and budget funds are utilized appropriately.

Personnel

The library staff is composed of three professional librarians (including the director), three and a half library assistants, and approximately 25 students per term. Table 3 shows the organizational chart for the library.

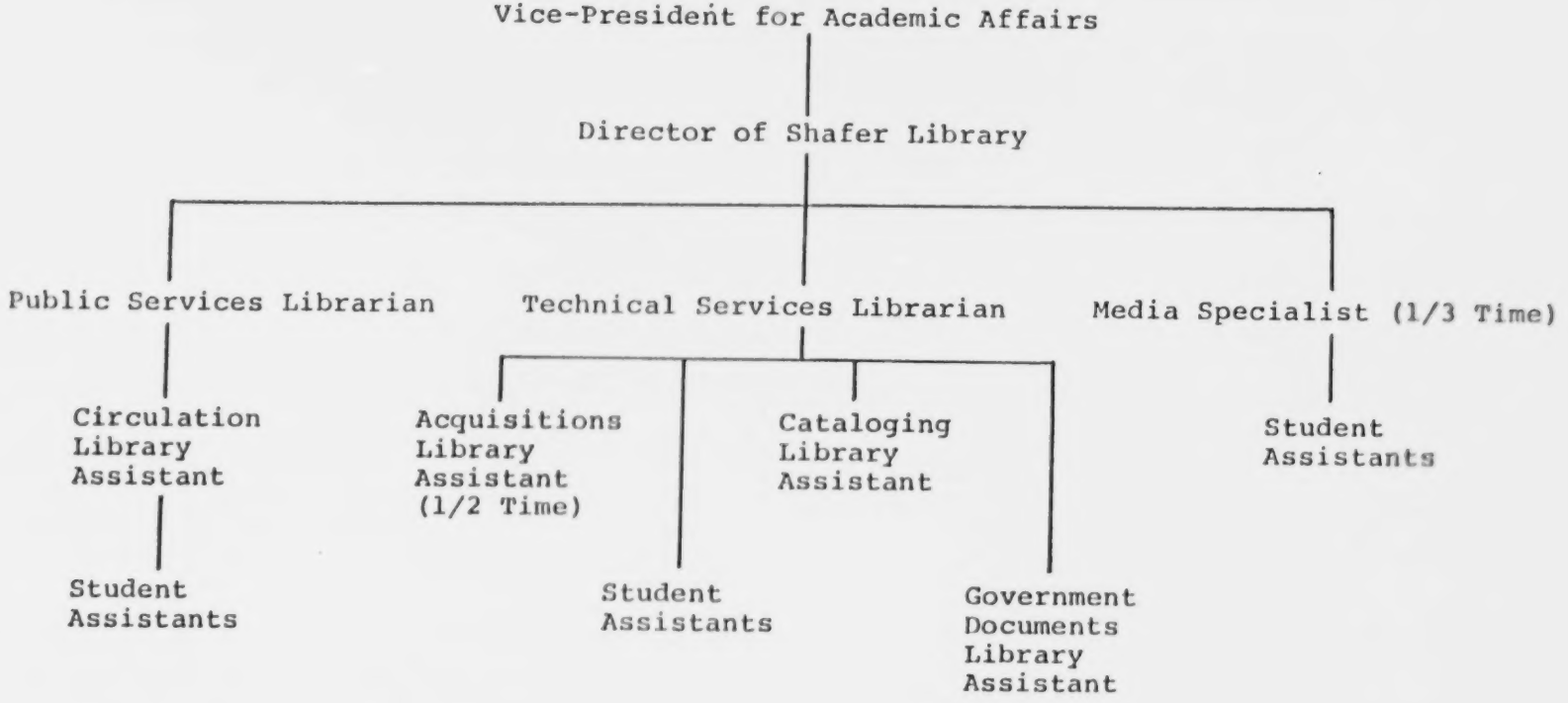
The Director of the Library is responsible for the administration and management of library services. These responsibilities include preparation of administrative reports and studies, maintenance and preparation of an annual budget, supervision of professional and library assistant staff, membership on the library committee, and development and implementation of goals, objectives and policies for Shafer Library through the cooperative effort of the library staff. As time permits, the Director also performs regular library duties which include library instruction, bibliographical searching, reference, collection development, and media services.

The Director has the following degrees: A.B., University of Cincinnati; M.A.T., Miami University (Ohio); A.M.L.S., University of Michigan. He is also in the completion stages of his Ph.D. from the University of Michigan. The Director has prior experience as a public school teacher; library circulation supervisor; library associate; and teacher education supervisor. He was the Director of Library Services at Golden West College (California) for two years before coming to Findlay, and he has been with Findlay College for one year.

The public services librarian is responsible for the

TABLE 3

SHAFER LIBRARY ORGANIZATIONAL CHART



coordination and supervision of reference services, library instruction, and non-print media services. The duties of the public services librarian also include supervision of the library assistant for circulation and the supervision of student assistant personnel assigned to this area. As the coordinator of reference services she prepares reference and information materials, supervises the reference desk, and assigns other librarian work schedules in reference, maintains the reference collection and the vertical file, and coordinates interlibrary loans and library displays. In the area of library instruction the public services librarian is responsible for the implementation of level I and level II of the library competency program (see page 47 for a fuller description), preparation of subject bibliographies, and liaison work with college faculty regarding the integration of library and general education instruction. In the area of non-print media services, the public services librarian supervises the distribution of campus audio-visual resources (with the aid of student assistants), maintenance of a non-print media collection, and as time permits supervises local media production for students and faculty.

The public services librarian has a B.Sc. from Ohio State University, an A.M.L.S. from the University of Michigan, and is in the process of completing an M.Ed. from the University of Toledo. She has also had continuing education classes at Kent State University. Her work experience includes positions as a caseworker and as a circulation assistant. She has been the public services librarian at Findlay College for four years.

The technical services librarian is responsible for the coordination and supervision of the technical services area, which includes the acquisition and cataloging of print and non-print materials; maintenance of periodicals holdings, indexes, and union list of serials; and the maintenance of the government documents area. The technical services librarian supervises the library assistant for cataloging, the library assistant for government documents and serials, and the part-time library assistant for acquisitions. She also trains and supervises student assistants in this area. Other duties include bookkeeping of library service accounts and liaison work with book dealers, the college business office, and college faculty in the selection of library resources. The person in this position has also been responsible for the development of a computer-generated juvenile book catalog.

The technical services librarian has an A.B. degree from Central Michigan University and an A.M.L.S. from the University of Michigan. She has been a reference librarian, a cataloging librarian, and an acquisitions librarian, and she has been the technical services librarian at Findlay College for three years.

The library assistants have the following responsibilities. The library assistant for circulation is responsible for the supervision of the circulation area, which includes the distribution of print and non-print materials. Duties of this person include supervision and training of student assistants, maintenance of circulation records and statistics, maintenance of the reserve book collection, use of library facilities, collection

of library fines, notification of overdue materials, and public relations with users.

The library assistant for government documents and serials is responsible for the maintenance of these two types of materials. Duties in the periodicals area include maintenance of subscriptions and renewals, duplicate exchange, periodicals budget, claiming of missing issues, periodical records, binding, periodical listings, and correspondence related to serials. Duties in government documents include maintenance of existing series, shelf-list, assignment of superintendent of government documents numbers, shelf-list files, supervision of collection and monthly government indexes. This position also requires the supervision of student assistants.

The library assistant for cataloging is responsible for the cataloging of book materials. She catalogs these materials through the use of the Ohio College Library Center (OCLC) system, which is an on-line computer system. Duties of this position also include maintenance of the public catalog and shelf list, supervision of book processing, and maintenance of cataloging records and statistics. This person is also responsible for the supervision of student assistants.

The part-time library assistant for acquisitions assists in the acquisition of materials, including checking invoices and materials, maintaining order and vendor records, and maintenance of the standard order file. She also does correspondence and bookkeeping and, as time permits, maintains the college archives.

Shafer Library employs approximately 25 student assistants

each term, some of which are work-study students. These students are assigned to circulation (6-8), technical services (8-10), the Non-Print Media Center (4-6), and general public service (2-3). They are under the supervision of either a library assistant or a professional librarian, or both. Their duties include circulation of materials, maintenance of audio-visual circulation, shelving and shelf reading, processing books, filing cards in the public catalog, shelving periodicals, assisting patrons, and maintenance of the library in the late evening and weekends.

The standards for college libraries specify that the staff should consist of "qualified personnel, skilled supportive personnel, and part-time assistants serving on an hourly basis," and Shafer Library fulfills these qualifications. The professional librarians are all graduates of The University of Michigan School of Library Science, an accredited library school. At Findlay College they have faculty rank and faculty voting privileges but are not eligible for tenure or sabbatical leave. The library professionals have also taken advantage of professional association meetings and conferences as well as continuing education opportunities to enhance their skills. During the 1977-78 academic year, for example, the professional staff attended annual and midwinter conferences of the American Library Association, meetings and seminars of the Ohio Academic Library Association as well as other library-related professional conferences and consortium meetings such as the 13th Annual Learning Resources Conference (sponsored by DuPage College in Illinois) and a seminar on the measurement and evaluation of library services (sponsored by King

Research, Washington, D.C.). Paraprofessional staff were also encouraged to attend conferences and meetings to enhance their skills, and during the past year the library assistants attended two meetings, one sponsored by the Ohio College Consortium and the other by the Northwest Ohio Consortium.

The professional library staff does not meet the library standards in one respect--the number of librarians employed. Table 4 shows the formula for the number of librarians needed for adequate staffing; according to this, Shafer Library should have five professional librarians. With only three, Shafer Library qualifies for only a C rating. One additional point should be made, however. Since the Findlay College library uses a computerized cataloging system through the Ohio College Library Center (OCLC), most of the cataloging can be, and is being, done by a paraprofessional. Thus the need for at least one librarian appears to be alleviated. In this situation Shafer Library would have a B rating according to the standards.

In 1975 Findlay College, as a member of the Council for the Advancement of Small Colleges (Washington, D.C.), participated with 43 other institutions to form the basis for a library cost and service analysis module. The data base for the 43 colleges was divided into three groups according to the size of their full-time equivalent (FTE) enrollment. Thus data from 18 institutions with full-time equivalent enrollments between 778 and 1,689 students can be compared with data from Findlay College (see Appendix B for a complete list of these 18 colleges). One aspect of this library cost and service analysis was to examine library

TABLE 4

NUMBER OF LIBRARIANS REQUIRED AT SHAFER LIBRARY ACCORDING TO THE STANDARDS FOR COLLEGE LIBRARIES

To be calculated cumulatively:

For each 500, or fraction thereof, FTE students up to 10,000, 1 librarian.

850 FTE students = 2 librarians

For each 100,000 volumes, or fraction thereof, in the collection, 1 librarian.

119,653 volumes* = 2 librarians

For each 5,000 volumes, or fraction thereof, added per year, 1 librarian.

5,000 volumes = 1 librarian

TOTAL LIBRARIANS REQUIRED: 5

* 4 government documents = 1 volume.

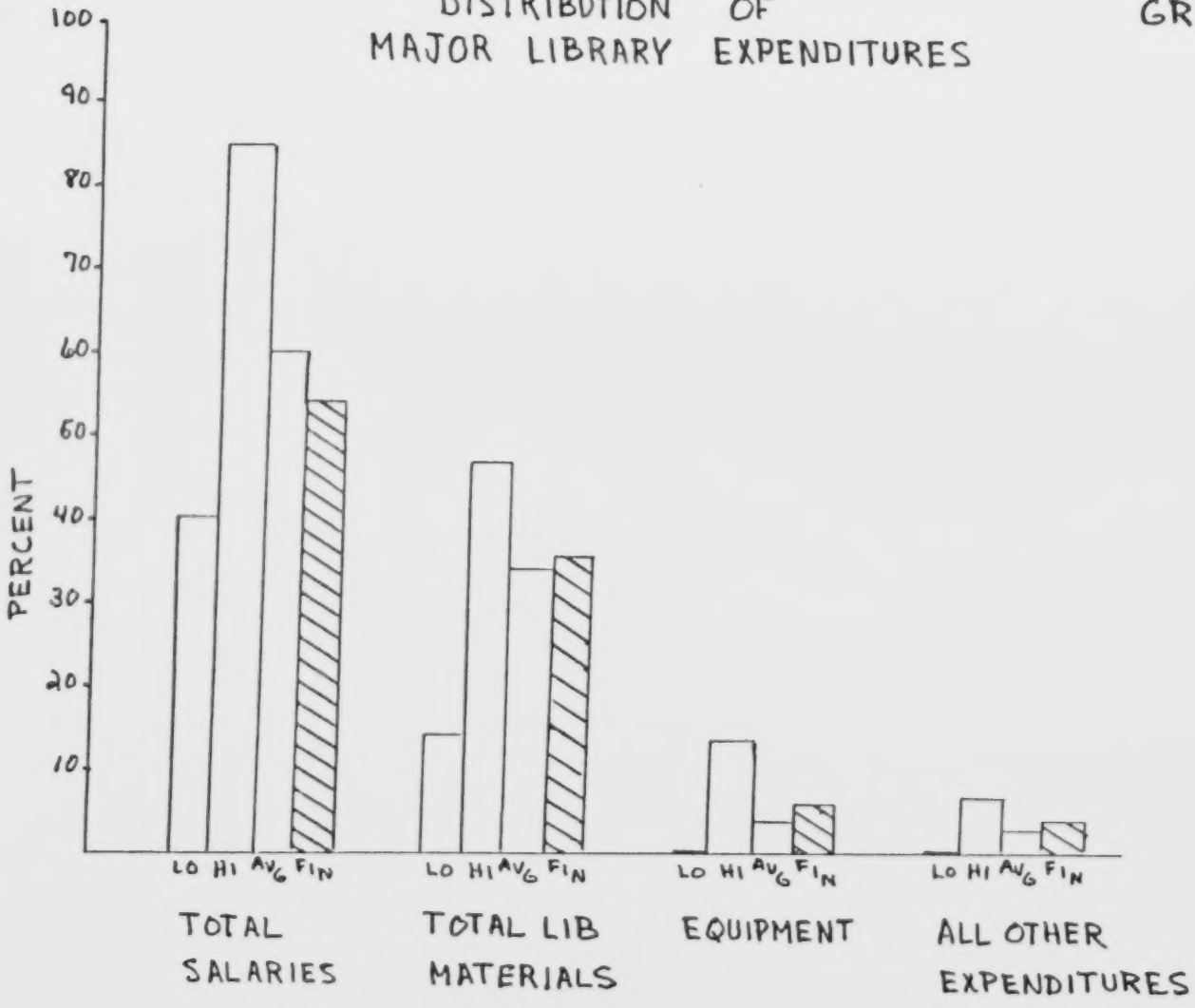
personnel patterns; the data are based on 1975 library statistics.

This comparison of Findlay College with 18 similar institutions produced a number of conclusions. First, as shown in Graph 1, at Findlay College a lesser percentage of library expenditures is spent on personnel salaries and more on library materials, equipment, and other items. The primary reason for this is probably the smaller professional staff size and greater reliance on student help. This is shown in Graph 2. As can be seen, the number of FTE students per professional is much higher than the average, and the amount of circulation per professional is also much higher than the average; both indicate a shortage of professional help. In contrast, the number of hours worked by student assistants is greater than the average when compared to both FTE students and circulation. This means student assistants are used more at Findlay College than at other similar-sized institutions.

The most important implication of these data is that the staffing pattern at Shafer Library is somewhat imbalanced compared to the average of other colleges. The library appears to be understaffed in terms of professionals and overstaffed in terms of student assistants. While the student assistant provides a valuable link in the work flow of any library, due to factors of time, training, supervision, and commitment it is more advantageous to employ sufficient permanent personnel. While the quality of its staff is high, Shafer Library's operation would be improved substantially by having more trained personnel. Beginning in the fall of 1978, Shafer Library will have the services of a media

GRAPH 1

DISTRIBUTION OF MAJOR LIBRARY EXPENDITURES

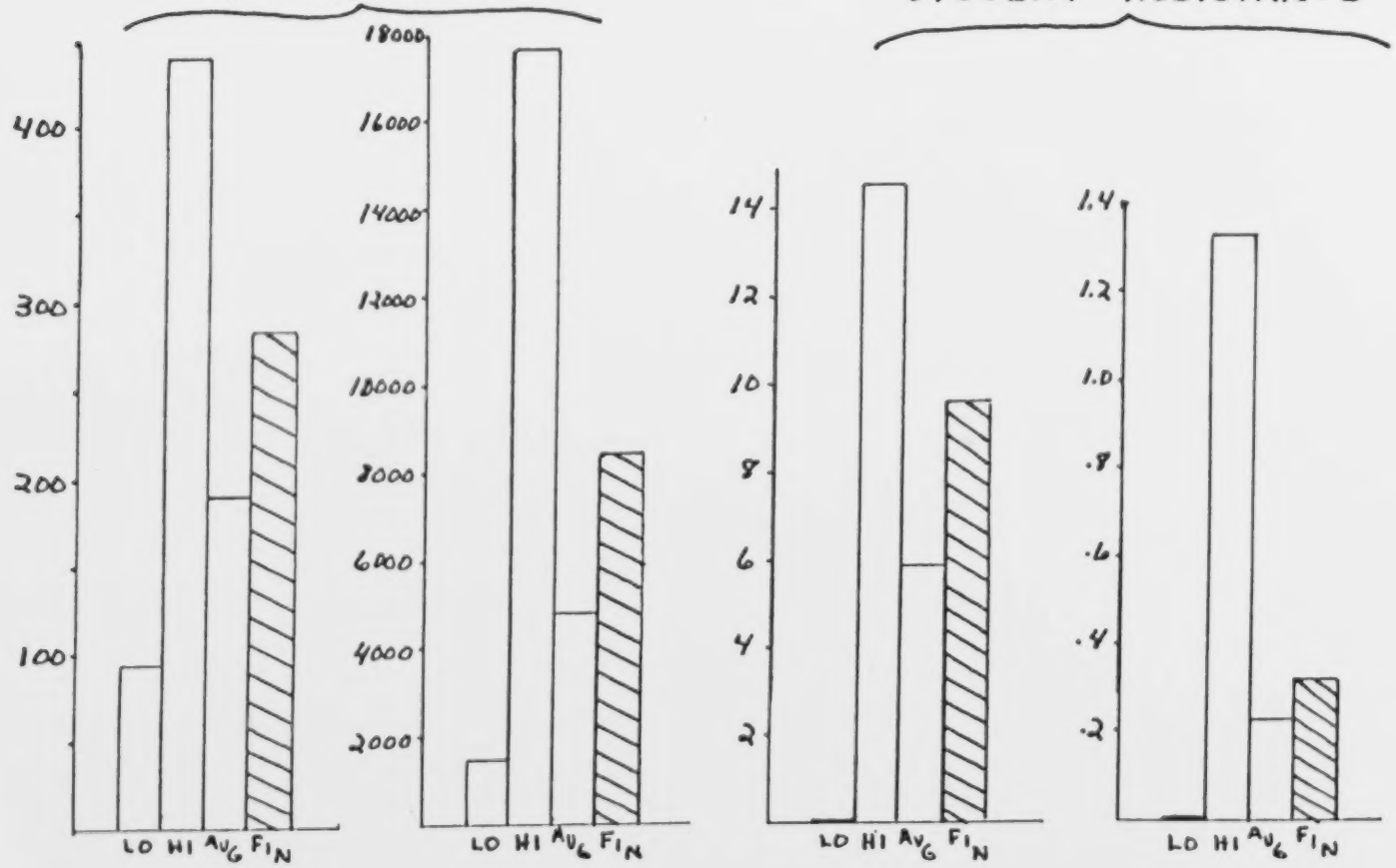


GRAPH 2

LIBRARY PERSONNEL DISTRIBUTION

PROFESSIONALS

STUDENT ASSISTANTS



STUDENTS PER PROFESSIONAL

CIRCULATION PER PROFESSIONAL

STUDENT HOURS PER STUDENT

STUDENT HOURS PER CIRCULATION

specialist one-third time (the other two-thirds of this person's time will be spent in the division of education). This should improve the current staffing situation. However, the needs of the Non-Print Media Center are such that its growth and use would be helped by the services of a media specialist on a full-time basis. It is hoped that future plans for the library will include expanding the service hours of the media specialist.

One other weakness in the current staffing pattern is in the area of paraprofessional personnel, where understaffing is particularly critical in terms of secretarial assistance as well as in the areas of both the Non-Print Media Center and technical services. At the present time there is no one in the library whose duties include providing secretarial services to the Director and the various areas of the library. Either the professional staff must do their own typing (a poor utilization of their time) or a paraprofessional or student must be pulled from their own duties, leaving that area understaffed. Furthermore, as the volume of information, both print and non-print, grows, the demands in terms of processing increase at the same level. There are several alternatives which could be explored in terms of increasing the paraprofessional staff. One would be to add to the staff a full-time secretary who would also help in the technical services and media areas. Perhaps the most feasible for the college and Shafer Library at the present time would be to expand the position of the current acquisitions library assistant to full-time. This person would continue her duties in acquisitions and would add additional responsibilities as library secretary

as well as provide back-up support in the Non-Print Media Center. Either alternative would, however, relieve the professional staff of time-consuming duties which could be done by a paraprofessional.

Collection

Table 5 shows the growth of the collection over the past ten years (some data were not available). Books have increased at various rates during this time, with the greatest increases occurring during the late 1960's and early 1970's. Over 11,000 books were added between 1967-68 and 1968-69, and nearly 7,000 between 1969-70 and 1970-71. Since that time the number of books cataloged in a year has been between 4,000 and 6,000, with an average growth rate of 5-6 percent. In the mid-1970's other resources were added to the collection. The Curriculum Materials Center, composed of children's and young adult books for use by the community and the division of education, was begun in 1975-76. During the previous year, 1974-75, a non-print collection was begun, and government documents were expanded. The number of periodicals in the collection increased dramatically from 1967-68 to 1971-72, then began dropping through 1974-75. Since that time the number of periodicals has stabilized at slightly over 600.

According to the standards for college libraries, Shafer Library should have 117,565 volumes of printed material (see Table 6). As of April 30, 1978, its actual total was 147,379, with each government document counted separately and each reel of microform counted as one volume equivalent. Thus according to the formula the Findlay College library has an A rating.

TABLE 5

COLLECTION GROWTH AT SHAFER LIBRARY, 1967-1978

	4/30/78	8/30/77	9/1/76	8/31/75	1973-74	1972-73	1971-72	1970-71	1969-70	1968-69	1967-68
Regular Books (General Collection and Reference)											
Volumes	95,371	91,847	87,773	83,829	78,986	74,619	70,026	64,113	57,357	52,419	41,110
Titles	66,286	63,960	60,414	57,319	53,319						
Curriculum Materials Center (Young Adult)											
Volumes	4,178	3,580	3,081								
Titles	3,656	3,120	2,658								
Non-Print Materials	3,500	2,094	1,624	660							
Government Documents											
U.S.	29,138	26,603	24,601	21,120	4,000						
Ohio	4,842	4,260	3,817		60						
Periodicals											
Subscription	482	478	481								413
Depository	38	35	33	596		697	750	731	664	572	
Free	101	93	103								37
Bound	11,609	10,887	10,527								5,110
Microforms											
Reels	2,241	2,148	2,123	5,720		5,400	5,087	4,774	1,993		
Fiche	2,810	2,500	2,492								

TABLE 6

NUMBER OF PRINT VOLUMES TO WHICH THE LIBRARY SHOULD PROVIDE PROMPT ACCESS ACCORDING TO STANDARDS FOR COLLEGE LIBRARIES

To be calculated cumulatively:	
1. Basic collection, 85,000 volumes	85,000 volumes
2. Allowance per FTE faculty member, 100 volumes	
64 faculty x 100	6,400 volumes
3. Allowance per FTE student, 15 volumes	
811 students x 15	12,165 volumes
4. Allowance per undergraduate major or minor field, 350 volumes	
40 fields x 350	14,000 volumes
TOTAL:	117,565 volumes

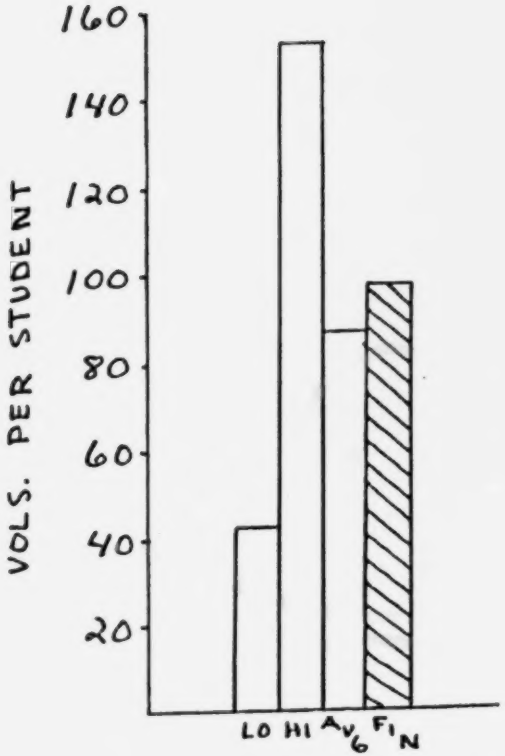
As mentioned in the personnel section, the percentage of the library budget spent on library materials is higher than the average of the 18 colleges. Graph 3 shows that the number of volumes of books and periodicals per FTE student at Shafer Library is also higher than the average and that the percent of books and periodicals added compared to those held is also higher. Thus Shafer Library, in comparison with 18 other institutions of a similar type, has a high rating.

The major weakness of the library collection, however, is that 23 percent of the collection is made up of government documents, since the library is a depository for such items. While these documents contain valuable information, their usage by undergraduate students is limited. Thus a large percentage of the collection consists of volumes which may have little direct value to students of the college.

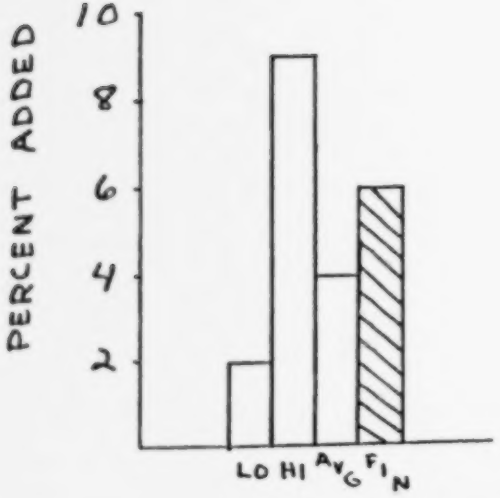
Excluding government documents, the library collection consists for the most part of general works in areas related to the major courses of study at Findlay College. Extensive weeding of the business books was done a year ago, and the remainder of the collection is being weeded continuously. Table 7 shows the number of volumes and number of titles available in Shafer Library (as of March 31, 1978) for each of the Library of Congress classification areas. In general, the strengths of the collection reflect the curriculum areas at the college. This table also shows what percentage of books recommended for college libraries in the six-volume edition of Books for College

GRAPH 3

BOOKS AND PERIODICALS



VOLS. OF BOOKS AND PERIODICALS PER STUDENT



PERCENT OF BOOKS AND PERIODICALS ADDED COMPARED TO THOSE HELD

TABLE 7

NUMBER OF VOLUMES AND TITLES IN COLLECTION, AND PERCENTAGE OF TITLES FROM BOOKS FOR COLLEGE LIBRARIES IN COLLECTION, MARCH 31, 1978

Classification Areas	Number of Volumes	Number of Titles	Percentage from BCL
B-BD (Philosophy)	1,701	1,505	42%
BF (Psychology)	1,211	1,057	41%
BH-BJ (Philosophy)	318	307	45%
BL-BX (Religion)	3,419	3,027	34%
C, D, E, F (History)	11,426	9,426	31%
GN-GT (Anthropology)	377	355	30%
GV (Recreation)	1,266	1,176	39%
H-HA (Soc. Sci. Statistics)	330	301	51%
HB-HJ (Economics)	4,507	4,158	22%
HM-HX (Sociology)	3,678	3,306	42%
J, K (Political Science, Law)	3,365	2,662	28%
L (Education)	3,915	3,499	41%
M (Music)	2,062	1,910	59%
N (Fine Arts)	1,330	1,240	15%
P-PA (Lang. & Lit., Gen.)	502	403	22%
PB-PC (Mod. Europ. Lang.)	220	206	17%
PD-PE (Mod. Europ. Lang.)	462	443	32%
PF (Mod. Europ. Lang.)	51	49	17%
PG-PN1551 (Oriental, Poetry)	921	801	19%
PN1600-PN3299 (Perform. Arts)	660	615	37%
PN3311-PN3503 (Fiction)	123	122	45%
PN4001-PN4355 (Fiction)	200	191	39%
PN4400-PN6110 (Journalism)	373	258	22%
PN6110.5-PN6129 (Lit. Collect.)	241	75	68%
PN6130-PN6525 (Lit. Collect.)	65	53	24%
PQ (Romance Lit.)	1,723	1,311	21%
PR-PS (Eng. & Am. Lit.)	6,920	5,876	24%
PT (Ger. & Scand. Lit.)	532	381	15%

TABLE 7 (CONT.)

Classification Areas	Number of Volumes	Number of Titles	Percentage from BCL
PZ1-4 (Children's Books)	2,256	2,059	0%
PZ5-90 (Children's Books)	46	30	100%
QA (Mathematics)	1,539	1,414	43%
QB-QC (Astronomy, Physics)	1,319	1,188	35%
QD (Chemistry)	776	663	35%
QH-QR (Biology, Botany, etc.)	2,103	1,854	49%
R-RC1097 (Medicine, Psychiatry)	769	732	18%
RC1200-RC1245 (Med., Psychiat.)	17	16	20%
RD-RZ (Medicine, Psychiatry)	241	229	13%
TD (Engineering)	166	149	47%
TJ-TL (Mechanical Engineering)	489	473	22%
TN-TP (Chemical Engineering)	227	215	15%
TT (Handicrafts)	78	77	5%
Other:			
A (General Works)	376	105	44%
G-GF (Geography)	298	269	23%
PN6726- (Literature)	2	2	--
Q (General Science)	527	397	28%
QE (Geology)	348	309	37%
S (Agriculture)	387	320	17%
T-TC (Engineering)	247	209	13%
TF-TH (Engineering)	19	19	0%
TR-TS (Photography)	192	178	8%
TX (Home Economics)	76	70	5%
U-V (Military Science)	293	275	21%
Z (Library Science)	607	534	35%
Reference	4,754	2,160	
Quartos	2,047	1,648	
Curriculum Materials Center	4,166	3,644	
Texts	6,502	2,051	

Libraries[3] appears in the Shafer Library collection. Since it took three years to compile this information, the percentages can be assumed to be somewhat higher today. Also, BCL does not take into account the size of the individual library collection, the types of students at the college, or the curricula offered at the college; thus a 100 percent figure in all categories is unrealistic. Furthermore, while the library may not have all the books listed in BCL in a particular area, it does have other books in this area which are also valuable. Nevertheless, the BCL percentage figures are valuable as a guideline, for they help highlight the relative strengths and weaknesses of the collection.

Selection of new books is done primarily by the three professional librarians, each of whom checks "Choice" cards (reviews from the book-reviewing journal Choice, published monthly by the Association of College and Research Libraries) and reads reviews in Publishers Weekly, Wilson Library Quarterly, Science Books Digest, Library Journal, Booklist, and other journals in order to determine which new books should be included in the collection. These selections are based not only upon what is in the current collection but upon the general type of student attending Findlay College. Thus highly technical works of little use to an undergraduate at Findlay College are often omitted while more contemporary subjects and titles are included.

Faculty are also included in the selection process. Each faculty member receives a book budget at the beginning of the

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[3] Books for College Libraries: A Core Collection of 40,000 Titles, 2nd ed., Vols. I-VI (Chicago: American Library Association, 1975).

fiscal year (as does each library professional). There is no set formula for the allocation of funds; it is based primarily on past usage. Choice cards are routed to faculty in the area of their specialty in order to help them in their book selection. They are also free to recommend any other book they feel should be in the collection. Table 8 shows the extent to which faculty have utilized their book budgets as well as the proportion of money allocated to each department over the years. In most years faculty have not spent all of the money allocated to them; this is, of course an average. For the most part, however, faculty members utilize the majority of their allocated book budget. One ongoing objective of the library is to work with the faculty to a greater extent so that they will make book selections which not only parallel their teaching assignments but improve the quality of the collection in their discipline. This not only produces a better quality collection overall, but faculty who take part in library acquisitions know that part of the collection better and will be more likely to require utilization of these materials in their classes.

In 1976 the Non-Print Media Center was established on the ground floor of Shafer Library, and it represented a centralization of audio-visual equipment and the non-print software collection. The growth of the non-print software collection has been minimal in comparison to the growth of the general book collection. It was only in 1974 that general materials funds in the budget were first used to purchase software selected by faculty and librarians. During the past three years the growth of the collection has not

TABLE 8

FACULTY BOOK SELECTION, PERCENTAGE BY DEPARTMENT

	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
$ Allocated	27,000	21,000	21,125	20,400	16,775	13,825	13,112	19,400	20,300
Total $ Spent	22,112	17,265	19,493	18,715	16,853	11,469	11,597	18,787	18,416
% of Alloc.	82%	82%	92%	92%	100%	83%	88%	97%	91%
Art	5%	6%	5%	4%	5%	6%	6%	4%	3%
Biology	7%	8%	7%	9%	7%	7%	6%	5%	5%
Business	4%	6%	6%	6%	6%	5%	6%	10%	8%
Chemistry	2%	6%	7%	5%	6%	4%	7%	3%	4%
Education	4%	4%	5%	5%	5%	7%	6%	19%	13%
English	11%	10%	10%	13%	13%	12%	12%	7%	9%
Equestrian	--	--	--	--	--	--	--	3%	2%
History	8%	9%	9%	10%	12%	13%	13%	7%	8%
HPER	2%	5%	5%	5%	4%	5%	5%	8%	6%
Language	7%	4%	3%	4%	5%	4%	5%	2%	4%
Math	7%	4%	4%	4%	4%	3%	3%	4%	4%
Music	6%	7%	6%	4%	4%	3%	3%	3%	5%
Physics	6%	6%	6%	5%	5%	7%	5%	2%	4%
Psychology	8%	5%	8%	5%	4%	5%	4%	3%	3%
Poli. Sci.	5%	6%	5%	4%	4%	3%	3%	4%	6%

TABLE 8 (CONT.)

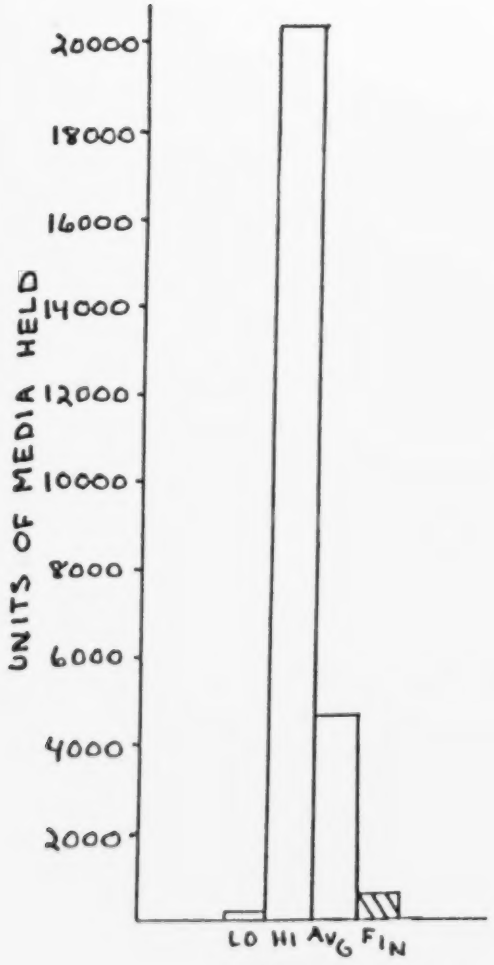
	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
Philosophy									3%
Religion	8%	4%	5%	6%	5%	5%	5%	6%	4%
Sociology	5%	5%	5%	8%	6%	6%	7%	9%	7%
Speech	4%	3%	3%	2%	3%	2%	2%	1%	2%
Earth Sci.	1%	2%	1%	1%	1%	--	--	--	--
Lib. Stud.	--	--	--	--	1%	3%	2%	--	--

represented all disciplines but rather the interests of a few divisions. The division of education has been a major selector of software to be added to the collection, which parallels their emphasis of incorporating a knowledge of media into the curriculum of the division. In the future the two most immediate areas of concern of the Non-Print Media Center will be to provide adequate security measures (since the software material is available on an open access system) and to select a broader range of software representing all divisions at the college. It should be noted that the costs of media software usually exceed that of more traditional library resources. Also, a current concern of the library is to assure the user that an adequate and effective set of audio-visual equipment is available in order to facilitate the use of the software in a meaningful and educational manner. (Appendix C lists the audio-visual equipment currently in the Non-Print Media Center.)

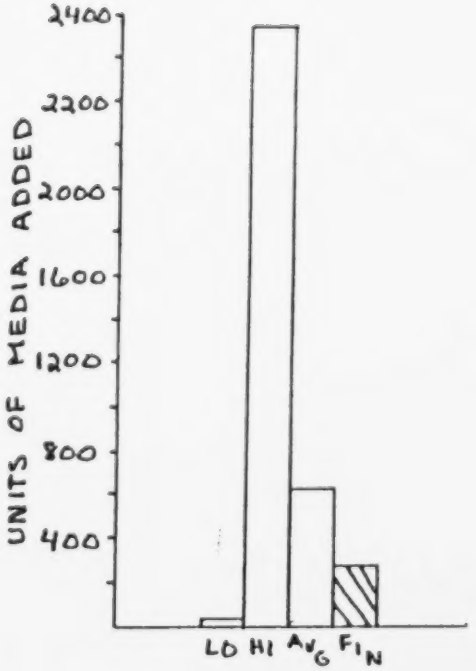
Graph 4 compares the media at Findlay College with 17 colleges in the library cost and service analysis study (one college had no media whatsoever). The first part of the graph shows the number of media items held. While the average was nearly 5,000 units, Findlay College had only 655 units of media. The second part of the graph, which shows the number of media items added, again depicts Findlay College well below the average, 285 units to 726 units. When the percentage of media added compared to those units held is calculated, Findlay College's percentage was an abnormally high 44 percent compared to an average of 15 percent. This is due primarily to the fact that the college's media

GRAPH 4

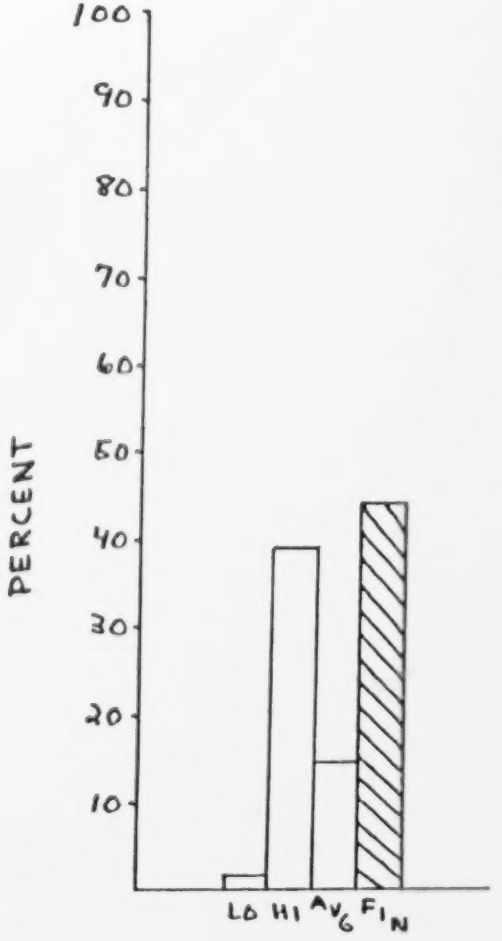
MEDIA



MEDIA HELD



MEDIA ADDED



PERCENT OF ADDED TO HELD

47

ONE COLLEGE HAD NO MEDIA AND WAS EXCLUDED (N=17)

48

collection was so low to begin with. Obviously, Findlay College in 1975 was very deficient in terms of its media program when compared to other institutions of a similar size, and improving the media in Shafer Library is still a priority today.

In summary, the library collection at Findlay College, while adequate in size according to library standards, has some weaknesses. Foremost among them are the large body of government documents, the need for updated book materials, and the need for a larger non-print collection. However the library is continuously trying to upgrade its collection by weeding out old materials and by the acquisition of new materials. Involving faculty members as much as possible in the selection process is also beneficial to the collection.

Circulation

Shafer Library maintains a public service schedule which totals 81 hours a week during the academic year:

Regular Library Hours

Monday-Thursday	8:00 AM - 10:00 PM
Friday	8:00 AM - 5:00 PM
Saturday	9:00 AM - 4:00 PM
Sunday	1:00 PM - 10:00 PM

During the summer period, vacation, and intersession periods the library operates on an abbreviated schedule. The hours are extended to midnight during approximately the last two weeks of each term to accommodate final examinations. During the regular academic term the reference desk is staffed by a professional librarian intermittently during the day depending on the need, however the services of a professional librarian is always

available by asking at the circulation desk. On Sunday through Thursday there is regular coverage of the reference desk from 6:00 PM to 9:00 PM. The Non-Print Media Center is open 8:00 AM - 5:00 PM, Monday through Friday. Equipment may be reserved at the circulation desk for use in the evenings and on weekends.

Any Findlay College student, faculty member, staff member, administrator, or community person is eligible to borrow materials from Shafer Library. Every borrower has either a borrowers card or college identification card which is used to check out materials. Community borrowers pay one dollar for library privileges. Junior high and high school students under 18 need the signature of a parent or guardian on the borrower's application card.

Books in the general collection and paperback books circulate for four weeks with no renewal. Periodicals and newspapers, except for the most recent issue, circulate for one week and may be renewed once. Government documents and pamphlet file materials circulate for one week and may be renewed once. Reserve materials are circulated for two hours and must be used in the library, with the exception that some materials may be checked out one hour before closing and must be returned by 9:00 AM the following morning. Phono-records circulate for one week and may be renewed once. Non-Print Media Center materials are circulated for one week with a one-time renewal policy. Audio-visual equipment is circulated to Findlay College students, faculty, staff, and administrators (but not to community borrowers although they are welcome to use this equipment in the library) on

a 24-hour basis. Faculty borrowing privileges are arranged so materials are checked out on a term basis; faculty are requested to renew materials they wish to keep at the end of each term. Reference books do not circulate. Books and periodicals in the general collection as well as curriculum materials, government documents, pamphlet file materials, and phono-records which are not returned by the date due accumulate a fine at a rate of 10 cents per day.

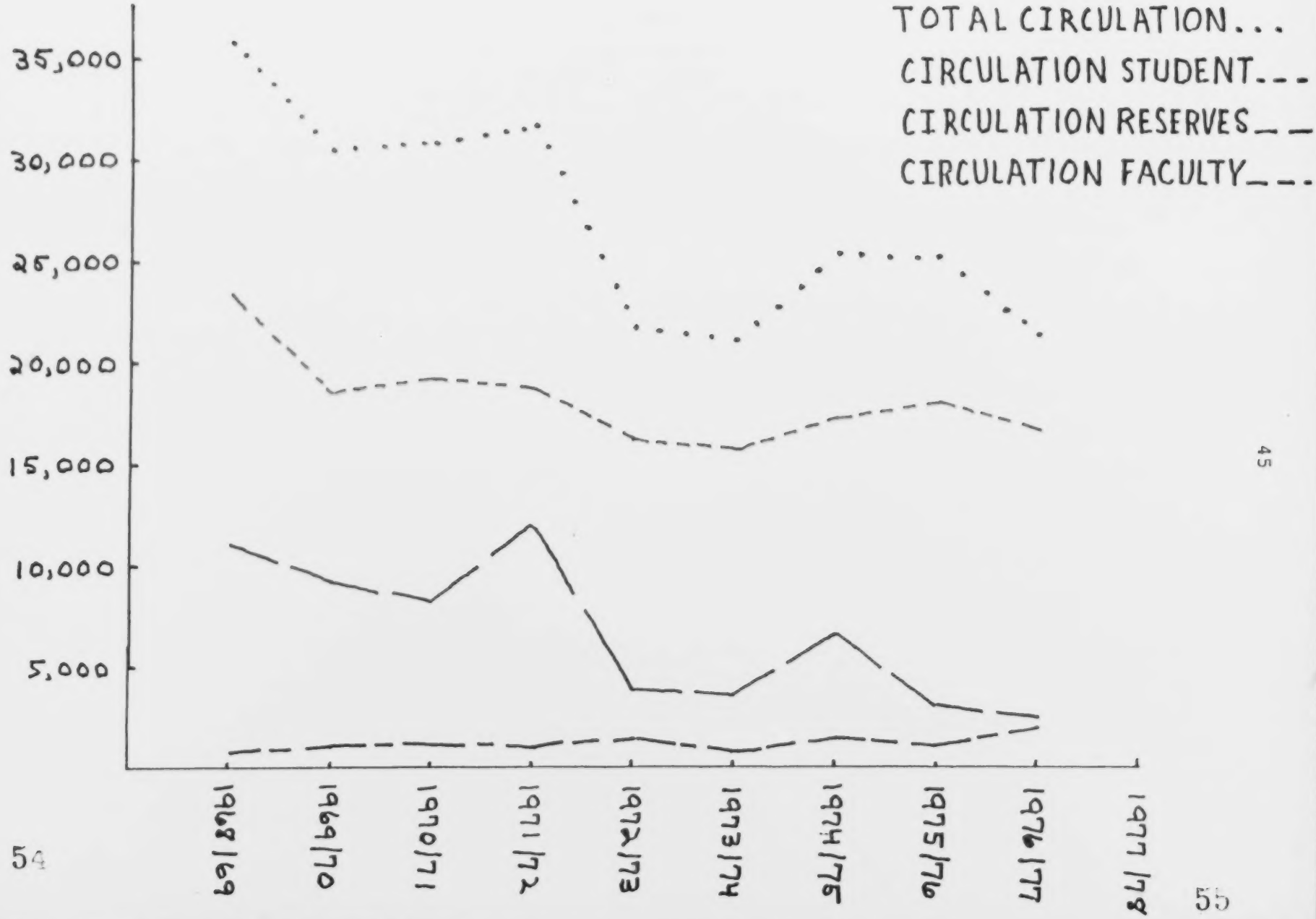
One of the major indices to understanding the impact of an institution on its library is to analyze library usage patterns. Library usage at Shafer Library can be divided into several statistical categories: total circulation; students, faculty, and reserve circulation; and total attendance. Circulation statistics exist for all of these categories covering the period from 1968 to the present. Since 1976 statistics have also been kept on community borrowers. Additional categories are maintained for the circulation of periodicals, government documents, and audio-visual materials, but because of incomplete data this analysis will not cover these areas.

Graph 5 examines total Shafer Library attendance since 1968. As can be seen, library attendance peaked in 1968-69 and was at its lowest level in 1973-74. Although attendance shifted upward after 1974, during the last year in which statistics are available, 1976-77, attendance was again down. Graph 6 shows that total circulation parallels attendance in terms of high and low points, with the general trend being in a downward direction. Analysis of the major component parts of circulation--student circulation,

GRAPH 5

TOTAL LIBRARY ATTENDANCE

GRAPH 6


TOTAL CIRCULATION...
CIRCULATION STUDENT---
CIRCULATION RESERVES_ _
CIRCULATION FACULTY_ _ _
35,000
30,000
25,000
20,000
15,000
10,000
5,000
1969/69
1970/70
1971/71
1972/72
1973/73
1974/74
1975/75
1976/76
1977/77
1978/78

circulation of reserves, and faculty circulation--show that reserve books have the greatest impact on total circulation. It is clear, therefore, that classroom assignments have a significant relationship to library usage since total circulation increased when reserve circulation increased.

Yet over the ten-year period both circulation of reserves and student circulation have decreased overall. There are several factors which may have contributed to this situation. One, the curriculum of Findlay College was changed from an orientation toward courses which required library research to courses which stress classroom, textbook, periodical, and reserve materials. Student achievement patterns have also changed over the years throughout postsecondary education, and this has been felt at Findlay College in that, academically, students are not as prepared for library usage assignments as in the past. Also, changes in the academic calendar from the term to the shorter quarter system, over the past three years, has had an impact on time available for library research. As a result of these changes, and perhaps for other reasons as well, use of library resources and facilities is low and so too is student understanding of how to use library resources. Since, from 1975 on, special emphasis has been given to the concept of fully integrating library usage into the pattern of general education at Findlay College, it is clear from the data that much more needs to be done to counteract the downward spiral of library usage among students.

Instruction

From 1968 to 1978 one of the pressing concerns of Shafer Library has been how to provide more direct public service to students at Findlay College. The Annual Report of 1968-69 emphasized that one of the primary concerns of the library was to more fully integrate library instruction into the curricular pattern of the college. This has been an ongoing theme for Shafer Library ever since.

There are two distinct forms of library instruction that have taken place at Findlay College since 1968. The first phase involved library orientation, usually taken by freshmen when they enrolled at the college. A library science course for freshman English was also developed and taught in the late 1960's and early 1970's. In 1975 library instruction shifted to a competency format. Freshmen were given library instruction during their first term, usually in conjunction with their freshman seminar. Subject-based and bibliographical instruction was given in upper-division courses. All students were then required to pass library instruction at the Competency I level, although in some majors competency at both the I and II levels was required. Under the new semester calendar the Competency I and II levels will remain, but it will not be a graduation requirement. Also, in 1979 a library course is scheduled to be taught as part of a career-oriented English sequence.

In conjunction with formal library instruction related to specific courses, the library staff provides a variety of indirect instruction through contact with students, faculty and community

patrons at the reference desk and through the production of a series of instructional handouts. Monday through Friday from 8:30 until 5:00 there is always a professional librarian or a library assistant available to help patrons, whether it be a telephone reference question or direct walk-in contact. During the regular term a professional librarian is available to provide the same assistance Sunday through Thursday from 6:00 PM to 9:00 PM. Persons who need information at times when the professional staff are unavailable are requested to leave their inquiry and phone number at the circulation area.

One of the ways that many persons become oriented to the various informational facets of Shafer Library is by studying the library handouts, bibliographies and guides assembled on the display shelves behind the author/title section of the card catalog. Nineteen different handouts are currently in use (see Appendix D for the complete list).

It is difficult to measure the impact of library instruction, whether it be formal classroom contact followed by an evaluation of learning through a competency examination or informal contact individually with a librarian or library staff member or through the many different sources of handouts available. The objective of the Shafer Library instructional program is to make persons more knowledgeable of how to properly use a library and to become regular users of libraries. When circulation and attendance data are analyzed, it appears that most students at Findlay College are not regular library users. Since the change in the early 1970's from the term to the quarter system, there has been a corresponding

decrease in student usage of the library and library materials. Tne volume of reference questions, both informational and directional, has remained about the same throughout the time frame of this study.

Beginning in the fall of 1978, Findlay College will embark on a new academic calendar--the semester format--which may provide faculty the alternative to assign students more library-related projects as well as enable faculty to work more closely with the library staff to identify new ways the library can be more fully integrated into their teaching pattern. Whether the library can be fully implemented into the total instructional system of Findlay College is uncertain given the wide variety of methodologies that have been employed in this area during the past ten years, with varying degrees of success. It is important, however, that the library staff continue to try to bring this about.

Budget

The budgetary process for Shafer Library begins in December with the Director gathering suggestions from the staff for incorporation into the new budget. In February the budget is prepared and submitted to the Vice-President for Academic Affairs, who in turn presents it to the College Budgeting Committee and the President of Findlay College. If during the negotiation of the library budget revisions are requested, the Director of Shafer Library is asked to make recommendations on where these cuts should be made.

Shafer Library's budget has fluctuated over the past ten years due to changes in institutional priorities and enrollment patterns. Table 9 provides a comparison between college enrollments and library expenditures based on final college audits. It also shows the percentage of the library expenditures compared to educational and general expenditures as well as total college expenditures. Graph 7 also looks at library percentages, comparing Findlay College to the 18 colleges in the library cost and service analysis study. The graph shows library expenditures as a percentage of instructional expenditures and as a percentage of general and educational expenditures for 1975. In both cases Findlay College was above the average, reflecting support of the college by the administration.

Table 10 shows the breakdown of Shafer Library's budget by categories from 1967-68 through the proposed budget for 1978-79. The percentage of change from year to year is also shown. Table 11 groups the budget categories and shows what percent of the budget has been given to each of the groups over the past eleven years and what percents were proposed for the coming budget year.

Some of these budget categories were analyzed in the library cost and service analysis study. Personnel costs, for example, were found to be a major part of library expenditures. Findlay College's personnel expenditures were 54 percent of the total library budget in 1975, well below the 18-college average of 60 percent. Conversely, Findlay College used 36 percent of its library expenditures for library materials, slightly above

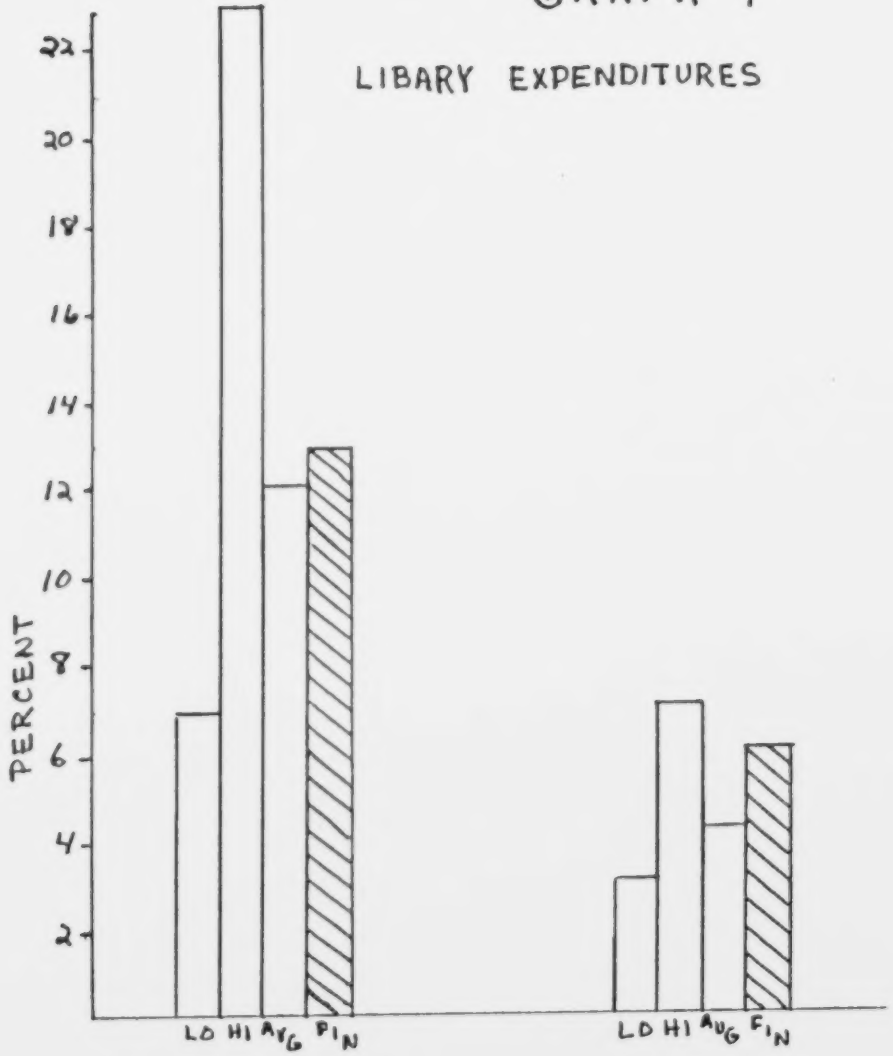
TABLE 9

LIBRARY BUDGET COMPARISONS

Year	College Enrollment	Library Expenditures	% of Educational and General Expenditures	% of Total Expenditures
1968-69	1,201	132,499	8.4	4.8
1969-70	1,178	138,670	7.9	4.5
1970-71	1,169	149,799	8.1	4.7
1971-72	1,114	163,659	8.2	4.9
1972-73	1,060	157,061	7.4	4.8
1973-74	975	129.297	6.1	4.1
1974-75	928	151,504	7.4	4.7
1975-76	907	151,605	6.4	4.1
1976-77	893	151.208	5.8	4.0

GRAPH 7

LIBARY EXPENDITURES



LIBRAY EXP. AS PERCENT OF INSTRUCTIONAL EXPENDITURES

LIBRAY EXP. AS PERCENT OF GENERAL AND EDUCATIONAL EXPENDITURES

TABLE 10

SHAFER LIBRARY EXPENDITURES, 1967-68 TO 1978-79

	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Salaries - Reg.	34,725	48,000	51,700	57,100	65,800	70,663	55,300	54,657	60,170	56,054	61,425	73,425
Salaries - Stud.	4,400	10,400	17,500	17,400	15,825	15,325	10,100	16,606	18,600	18,829	19,000	18,500
Teaching Aides	--	--	500	--	--	--	--	--	--	--	--	--
Supplies	2,000	4,350	1,850	1,200	1,500	1,500	925	1,358	1,900	1,600	2,000	2,120
Printing - Misc.	--	--	--	500	500	--	--	--	--	--	--	--
Postage	50	150	150	150	200	200	225	302	400	400	450	470
Repairs	1,150	1,050	800	300	300	300	300	630	1,000	1,000	1,500	1,550
Equip. Rental	--	--	--	--	225	--	--	--	--	--	--	--
Equipment	3,500	3,500	5,000	1,200	1,600	1,000	500	3,026	2,500	1,000	6,000	8,625
Telephone	--	--	--	--	--	--	--	382	610	610	500	520
Memberships	25	1,250	900	900	3,000	4,650	9,825	2,967	5,700	6,400	6,950	7,298
Periodicals	4,500	8,000	8,800	9,875	12,000	13,000	10,800	11,160	12,000	12,760	15,000	16,500
Conferences	150	300	300	300	300	300	200	489	500	500	500	525
Nat. Union Cat. C.	--	--	--	1,500	1,950	1,000	1,600	1,547	2,000	2,000	2,150	1,750
Books	26,500	45,000	45,000	42,000	42,000	33,525	28,200	28,727	33,382	37,000	45,400	47,000
Microforms	--	--	--	1,225	1,000	500	1,775	--	--	--	--	--
Records & Tapes	--	--	--	--	400	200	--	--	--	--	--	--
Child Fund	--	--	--	--	--	--	--	10,085	--	--	--	--
Title II	--	--	--	--	--	--	--	4,488	3,918	3,930	3,855	3,855
Binding	3,000	3,000	2,500	3,800	3,400	3,400	2,700	2,488	3,500	3,000	3,500	3,083
Misc.	50	--	--	--	--	--	--	80	110	110	120	120
TOTAL	80,000	125,000	135,000	137,450	150,000	145,563	122,500	138,992	146,290	145,193	168,350	183,341
% of Change:		+56%	+8%	+2%	+9%	-3%	-16%	+13.5%	+5%	-1%	+16%	+9%

TABLE 11

SHAFER LIBRARY EXPENDITURES, BY PERCENTAGES, 1967-68 TO 1978-79

	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	*1978-79*
PERSONNEL: Prof. staff, clerical staff, student assistants	49%	47%	51%	54%	54%	59%	53%	51%	54%	52%	48%	*50%*
RESOURCES: Books, periodicals, micro-forms, non-print media, Title II	39%	42%	40%	39%	37%	32%	33%	39%	34%	37%	38%	*36%*
OPERATING MATERIALS: Supplies, catalog cards, binding, postage, telephone	6%	6%	3%	5%	5%	4%	4%	4%	6%	5%	5%	*4%*
INSTRUCTIONAL SERVICES: Conf-erences, member-ships	2%	1%	1%	1%	2%	4%	9%	3%	4%	5%	4%	*4%*
PHYSICAL FACILITIES: Equipment, equipment repair, miscellaneous	4%	4%	5%	1%	2%	1%	1%	3%	2%	1%	5%	*6%*
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	*100%*

65

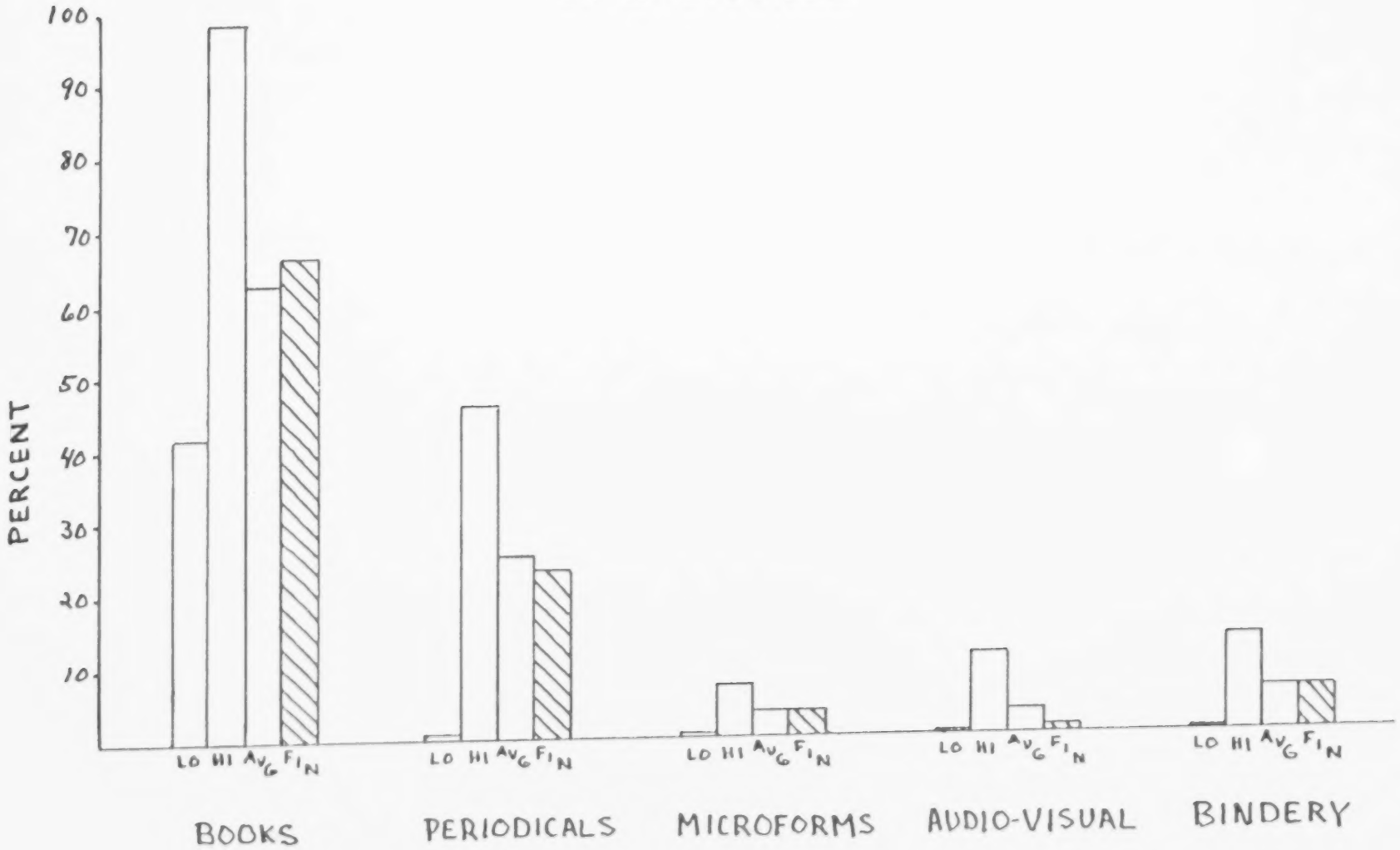
the sample's average of 34 percent (see Graph 1). Graph 8 looks at library materials expenditures in more detail. As can be seen, when compared to the 18 colleges, Findlay College spends a greater than average percentage of its budget on books and less than the average on periodicals and audio-visual materials.

When Findlay College library expenditures and percentage of components (personnel, resources, operating materials, instructional services, and physical facilities) are compared with the ACRL standards, several significant trends emerge. ACRL standards recommend that college libraries allocate 50 to 60 percent of their expenditures on personnel, and they stress that the expenditures for library personnel should preferably be at the 60 percent level. Findlay College has always maintained personnel expenditures at a level under 60 percent. Since 1973-74 the library's personnel expenditures have averaged 51 percent, which is well below the level recommended to provide sufficient coverage and service for an institution the size of Findlay College. The ACRL standards also recommend that between 35 and 45 percent of a library's budget be allocated to materials which are identified as resources in the Shafer Library budget. Since 1968 Shafer Library's expenditures for materials and resources have been between the recommended ranges of the ACRL standards. Shafer Library, for the size of the institution it serves, appears to be allocating sufficient funds for materials and resources.

The other categories--operating materials, instructional services, and physical facilities--represent smaller expenditure amounts in most college libraries, and at Findlay College this is

GRAPH 8

DISTRIBUTION OF LIBRARY MATERIALS EXPENDITURES

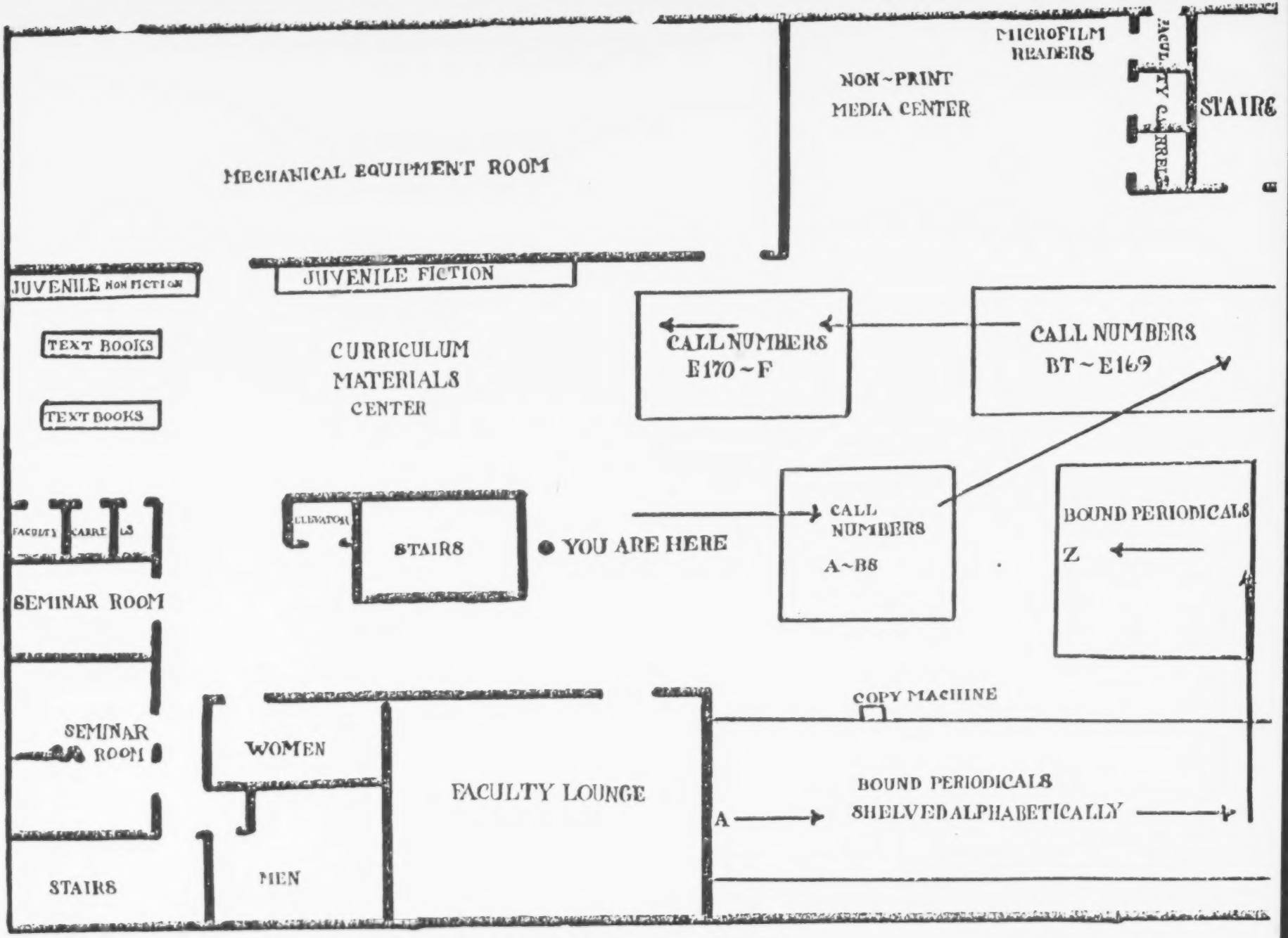


also true. The category which should be improved is physical facilities, where funds are allocated for equipment and equipment repair. Since 1975 Shafer Library has been responsible for the campus audio-visual and media services. This has created a heavy burden of responsibility to properly maintain an adequate and functioning variety of audio-visual equipment. In the late 1960's and early 1970's a variety of audio-visual equipment was purchased by various divisions of the college. It was never properly inventoried, repaired, or maintained. When the equipment was shifted to a more centralized area, the library, it became the responsibility of Shafer Library without additional funds or personnel to maintain and upgrade it. Although usage of audio-visual equipment varies from term to term, much of the equipment currently used by Findlay College faculty and students is outdated and usually in need of repair.

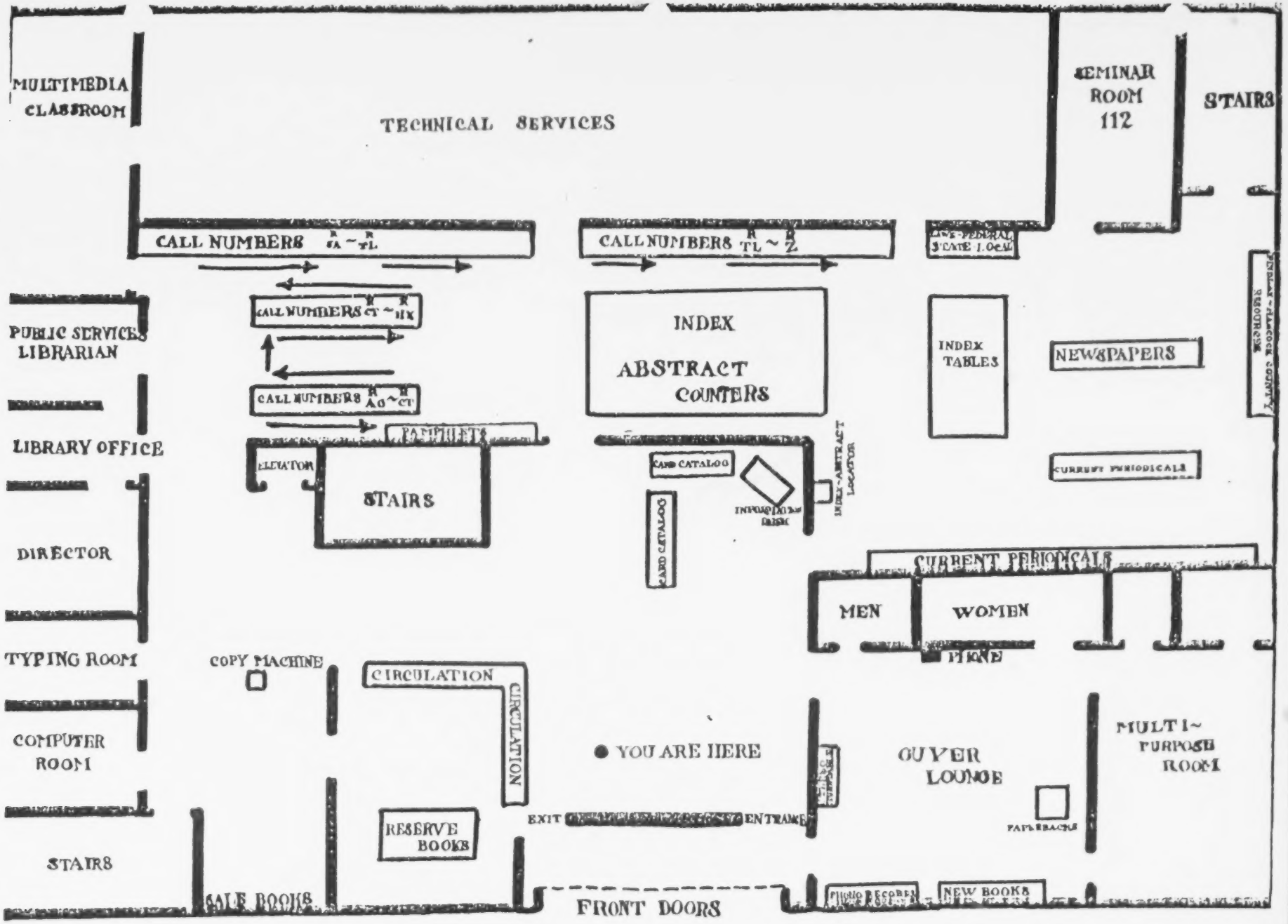
The three areas which are of highest priority in the current operation of Shafer Library are also reflected in the priorities of the current budget. Library personnel needs to be increased at both the professional and paraprofessional levels in order to improve the Non-Print Media Center and work with faculty to increase student usage of the library. Updating and expansion of the collection, both print and non-print, is another budget priority. The third major budget concern is the acquisition and replacement of audio-visual equipment, which would enable the library to maintain a smoothly functioning media center. These areas will be an ongoing concern of Shafer Library as it strives to provide optimal services to Findlay College.

APPENDIX A

FLOOR PLANS OF SHAFER LIBRARY



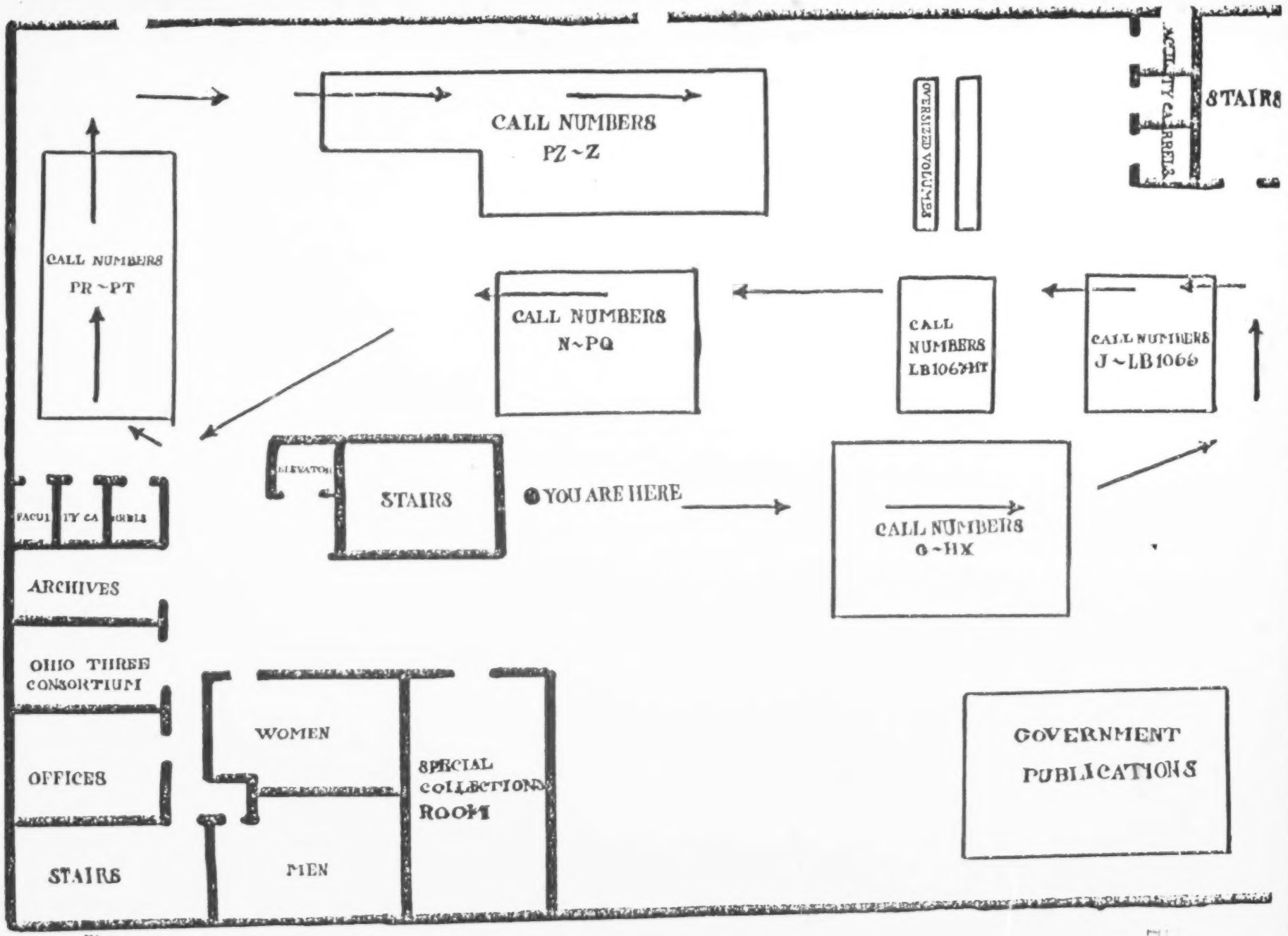
GROUND FLOOR



74

FIRST FLOOR

75



76

SECOND FLOOR

77

APPENDIX B

EIGHTEEN COLLEGES IN THE LIBRARY COST AND SERVICE ANALYSIS STUDY

Bethune Cookman (Florida)

Juaniata (Pennsylvania)

Incarnate Word (Texas)

Marymount Manhatten (New York)

College of New Rochelle (New York)

Xavier (Louisiana)

St. Augustine's (South Carolina)

Morris Harvey (West Virginia)

Albright (Pennsylvania)

Chaminade College of Honolulu (Hawaii)

Wheaton (Massachusetts)

Austin (Texas)

Newberry (South Carolina)

LeMoyne-Owen (Tennessee)

Kalamazoo (Michigan)

Quincy (Illinois)

Oklahoma Christian (Oklahoma)

Barry (Florida)

APPENDIX C

AUDIO-VISUAL EQUIPMENT IN THE NON-PRINT MEDIA CENTER

The following audio-visual equipment is maintained by Shafer Library:

2 Sony Port-A-Pack VTR units
1 5000 VTR recorder and playback unit
1 standard VTR camera
1 Sony color monitor
1 14" Sony black & white monitor
3 black & white television monitors
Microform reader
Microform reader-printer
Microfiche reader
2 dry mount presses
Spirit duplicator
Thermofax machine
Copy stand (35mm slide production)
2 opaque projectors
12 screens
Visual maker (126 slide presentation)
Primary typewriter
2 16mm projectors
Carousel slide projectors
Dukane filmstrip projectors
8mm projector
Film loop projectors
Cassette tape recorders
Carousel slide/tape players
Headphones
Listening and viewing terminals
Catalogs listing rental and free films

APPENDIX D

INSTRUCTIONAL AND INFORMATION GUIDES
IN SHAFER LIBRARY

Shafer Library Fact Sheet (Each term)

Walking Tour, Shafer Library (April 1978)

Locating Information about Corporations (January 1978)

Guide to Basic Information Sources in Business and Economics (1978)

Locating Books in Shafer Library (September 1977)

How To Find Information in The New York Times (April 1977)

A Bibliography of the Wheland Collection, Shafer Library: Woman's Studies (January 1977)

Futurism: A Bibliography of Shafer Library Resources (December 1976)

Holdings Guide, Findlay College Archives (September 1976)

Periodical Indexes and Abstracts Users Guide (August 1976)

U.S. Census Users Guide (June 1976)

How To Find a Book (April 1976)

U.S. Government Documents Users Guide (April 1976)

Selected Information Sources: An Interdisciplinary Guide (1976)

How To Find Information in ERIC Resources in Education (April 1975)

Shafer Library Sources for the Selection of Audio Visual Materials (April 1975)

Shafer Library Guide to Basic Reference Sources in Education (April 1975)

The Library of Congress Classification

Guide to the Use of Psychological Abstracts for Education Research

NCA

Name and Location of Institution
Findlay College

DATA FORM E - PART 1

LIBRARY / LIBRARY LEARNING RESOURCE CENTER
(Present data where applicable or substitute proper HEGIS form)
Report for current year and previous two years
and for this campus only

SELECTED ELEMENTS OF THE COLLECTION & TRANSACTIONS	19 76-77	19 77-78	19 78-79
1. Number of book titles	60,414	63,960	
2. Number of physical units of microforms, especially microfiche and microfilm. Estimate if necessary.	Film 2,192 Fiche 3,644 Cards 14	Film 2,273 Fiche 3,831 Cards 14	
3. Number of titles of catalogued non-print media i.e., films, film-loops, filmstrips, slides, video-tapes and disc and tape recordings. Estimate if necessary.	724	1,635	
4. Number of periodical titles	598	608	
. Number of newspapers	13	13	
6. Number of other (non-periodical) serial titles	216	236	
7. Student use of book collection--number of books in circulation annually among students divided by the number of students enrolled. (FTE)	23.52	20.44	
8. Student use of reserved books--number of reserved books in circulation annually among students divided by number of students enrolled. (FTE)	5.68	4.42	
9. Student use of non-print materials--number of non-print media units (filmstrips, tapes, etc.) used annually (in the library/center or outside if checked out) by students divided by number of students enrolled. (FTE) Estimate if necessary	1.47	2.21	
Faculty use of book collection--number of books in circulation annually among faculty divided by the number of faculty. (FTE)	38.56	46.60	

The HEGIS forms for 1976-77, 1977-78, + 1978-79 will be submitted (Pages 17-18)

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"Standards for College Libraries," College and Research Libraries News, Vol. 36, No. 5 (October 1975), 277-279, 290-301.

INSTITUTIONAL PROFILE

Volume II

George C. Newman

Director of Shafer Library

June 23, 1978

The Shafer Library functions to serve the curricular needs and teaching styles of faculty and students at Findlay College. The library's collection of books, periodicals, pamphlets, documents, newspapers, maps, microfilm, microcards, microprint, and audio-visual software is organized according to standard Library of Congress cataloging and classification formats. The acquisition of library resources is jointly done by the college faculty and the professional library staff, and the emphasis in collection building is on acquiring resources which represent the broad scope of recorded knowledge and which parallel the 7 divisions and approximately 40 majors that comprise the curriculum at Findlay College.

Over a period of ten years the collection has grown from 52,419 to 95,560 book volumes and from 472 to 622 periodical titles. The microform units have increased from 1,993 to 6,148 units. Since 1968 Shafer Library has been designated as a selective government depository for United States government documents as well as Ohio state documents. The collection currently contains 29,138 U.S. government documents and 4,842 Ohio state documents. The non-print media software collection contains 3,500 resources.

The library building was constructed in 1968 and consists of three floors. On the ground floor are located the non-print media center, general collection (A-F), bound periodicals, curriculum materials center, copy machine, faculty lounge, faculty carrels, and seminar rooms. On the first floor the following areas and services are located: the circulation area, the public catalog, the reference area, current periodicals, reserve materials, copy machine, seminar rooms, multi-media classroom, technical services area, loading and storage area, indexes and abstracts, typing room, librarians' offices, Guyer

Lounge, and the Multi-Purpose Room. On the second floor are located the general collection (G-Z) including oversized book materials, offices of the Ohio Three Consortium, college archives, Special Collections Room, government documents area, and faculty carrels. Space for study is distributed on all three floors, and there is seating for 400 persons. The building contains ample space for the efficient acquisition, processing, and housing of materials.

The library is open 81 hours a week during the regular academic year and operates on a modified schedule during the summer, vacation, and inter-session periods. The library loans materials to students, faculty and administrators, and community borrowers. All materials may be borrowed for either four or one week loan periods with the exception of current periodicals, reference works, and other materials designated by the circulation policies of Shafer Library. There are reference and information handouts, and a professional librarian is available during weekdays and five evenings a week during the regular academic term to assist students, faculty and community patrons in their use of library facilities and services. Librarians also work with individual faculty in freshman-level and upper-level courses in the preparation and teaching of library instruction. Since 1968 Shafer Library has gone through several phases of library instruction. In 1975 a competency-based skills program was established. The competency program is divided into level I and level II skills. The Competency I examination covers basic orientation materials and retrieval of information, while Competency II covers more in-depth bibliographical skills in a particular discipline. Currently all students at Findlay College must pass the Competency I examination before graduation.

The general book collection in Shafer Library is cataloged and classified according to proper Library of Congress classification. Non-print materials

use an accession number system, and the education textbooks have a modified (in-house) classification system. The government documents collection is classified according to the Superintendent of Documents system. As of January 1978, the juvenile collection is maintained and accessed through a computerized bibliography as well as through the public card catalog. Since 1971, a majority of the book cataloging and materials in the Curriculum Materials Center in Shafer Library has been done through the on-line Ohio College Library Center (OCLC) terminal system; and in the fall, government documents will be included. Shafer Library is a charter member of the OCLC and Ohionet cataloging system. Serials, education textbooks, non-print media, and book materials which require original cataloging are not cataloged through the OCLC system. In 1971 and 1975, the library completed an inventory of the general reference, government documents, and non-print collections; this will be done again during the summer of 1978. Shafer Library participates in a duplicate exchange with other colleges to secure back or missing issues of periodicals. The public services librarian coordinates the library's inter-library loan system.

The strengths of Shafer Library lie in the work efforts of the entire library staff and in the quality and quantity of the collection, particularly in the area of book materials. The library is currently rebuilding the periodicals collection after a severe cut in subscriptions in 1975. In the area of non-print software, the collection has been hampered by limited funds, although Title II funds were used exclusively to upgrade the non-print collection in 1976. Future plans for Shafer Library include continuing to expand and upgrade the periodicals collection to parallel the increased demand new programs have made on this literature base. Efforts are being made to expand the library's non-print media collection, but additional funds also need to

be made available over a period of several years to replace old and deficient audio-visual equipment.

There has been a fluctuation in the use of library facilities and resources over the past ten years. Much of this is due to changes in student usage. There are several factors which may have contributed to this situation. One, the curriculum has changed from an orientation toward courses which required library research to courses which stress classroom, textbook, periodical and reserve materials. Student achievement patterns have also changed over the years throughout postsecondary education, and this has been felt at Findlay College in that, academically, students are not as prepared for library usage assignments as in the past. Also, changes in the academic calendar from the term to the shorter quarter system, over the past three years, has had an impact on time available for library research. As a result of these changes, and perhaps for other reasons as well, use of library resources and facilities is low and so too is student understanding of how to use library resources. There is considerable debate among library staff over these issues since for the last ten years the growth of library resources and facilities have been directly geared toward the student and since, from 1975 on, special emphasis has been given to the concept of fully integrating library usage into the pattern of general education at Findlay College.

The past ten years have also seen a continual change in library directors. Since 1968, five different directors have been appointed to head Shafer Library. Each director has been genuinely committed to librarianship and to Findlay College, but each had a different philosophy of librarianship and a different administrative style. Furthermore, each new director brought with him new ideas about how the library ought to function and what should be priorities, projects, and objectives of the library, yet each had to deal with

projects begun under previous head librarians. Most of the support staff (library assistants), on the other hand, have been with the library throughout this ten-year period, although there have been changes in the professional positions (the current technical services and public services librarians have been on the staff since 1975 and 1974, respectively). As a result, there has been frustration and confusion at times as the staff adjusts to a new director.

The problem of turnover in library leadership and the perceptions faculty and administrators have of Shafer Library are very significant to the future patterns of service, resource development, and proper utilization of library staff time. In the past, these factors have tended to inhibit the integration of academic and library planning. It is important, given the costs involved in maintaining a library the size of Shafer Library, that the staff and services of this unit not be always thought of by the institution as only a supportive appendage. The library cannot be everything to all people, but at the same time it cannot continue to have to instantly react to faculty, students, and curricular needs. What is needed is academic planning by Findlay College which will incorporate the instructional objectives of the various divisions with those of Shafer Library. One way of doing this might be to incorporate the director of the library more fully into the administrative and academic planning structure of the college. The director of Shafer Library should be a member of the educational policies committee, the college planning committee, and be brought into contact with any other units or committees which deal with academic situations. The curriculum at Findlay College is changing, and so too is the enrollment pattern. In order to properly plan so that Shafer Library can respond to these trends, the library must be represented at the source where these trends are discussed and implemented.

One remaining area of concern involves the library committee, composed of the director of Shafer Library, five faculty members, and three students. The minutes of the meetings of this group over the past three years, illustrate that the usefulness of the committee is questionable. The library committee has provided input on basic procedural questions, but because of the nature of library services, collection development, and budgeting--which depend on the expertise of the librarians--many of these issues are decided within the internal structure of the library rather than by the library committee. To be more effective, the library committee should concern itself with examining areas such as the library's relationship with the public, faculty, and college instruction. Furthermore, if it is to be a valid unit for Shafer Library, the library committee must be composed of people who are willing to spend time examining library issues in a purposeful manner and on a regular basis.

Shafer Library needs additional staffing if it is to become a legitimate instructional and public service unit. Studies of the staffing pattern at Shafer Library have shown that it is understaffed in terms of professionals and library assistants, while overstaffed in terms of student assistants. In 1972, the staff was reduced by two positions, one librarian and one library assistant (secretary). The incorporation of the non-print media center and campus audio-visual services in 1975 have produced an impact on the reduced staffing pattern. The responsibilities of the non-print media center have been distributed to various other library personnel. This situation should be relieved to some degree in the fall of 1978 with the addition of a 1/3 time media specialist. However, if the library is to have a stronger effect on faculty teaching style and instructional methods so as to more fully incorporate and promote learning resources throughout the college, every effort

needs to be made to make the media specialist position full-time and permanent as well as increase the support staff by one full position.

Historically the Shafer Library budget has fluctuated, primarily as a result of shifts in student enrollment. In the early 1970's decreases in the library budget cut severely into acquisitions of books and periodicals; this has been rectified to some degree over the past two years. Since the audio-visual area was incorporated into the library, little additional funding outside of a Title II grant has been allocated to this category. In the future, Shafer Library will need to become less dependent on institutional funds for additional or new resource projects; instead, emphasis will need to be made on identifying outside funding sources. There are several alternatives which should be explored in this area. One might be the establishment of an external group called the Friends of Shafer Library, which initially might be program oriented but which ultimately would concern itself with fund raising. Another possibility might be to identify and apply for special resource grants from private or public foundations.

The trends in librarianship at Findlay College have changed over the past ten years. In 1968 the main purpose of Shafer Library was to build and upgrade a collection which had been below standards. This was accomplished through increases in the acquisitions area and the construction of a new, modern building. The issues that have surfaced during the past few years are related to student achievement, faculty teaching style, and recent trends in the library field which, at the undergraduate level, represent a stronger emphasis on service rather than only the building of a collection. At Findlay College the purpose of Shafer Library is to maintain a comprehensive collection while also teaching students and faculty how to find and use meaningful information in this library.